The Method of Teaching Modern Languages in Germany

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The Method of Teaching Modern Languages in Germany

BEING

The REPORT presented to the Trustees of the GILCHRIST EDUCATIONAL TRUST on a visit to GERMANY in 1897, as Gilchrist Travelling Scholar,

BY

MARY BREBNER, M.A.
LONDON (CLASSICS AND MODERN LANGUAGES).

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IN the year 1890 the Gilchrist Trustees established a Travelling Scholarship for Women Teachers, of the value of £50 tenable for one year. The object of the Scholarship was to enable the holder to spend three months in visiting schools in France, Germany, Denmark, Holland, Belgium, Sweden, or America, for the purpose of acquiring a knowledge of the methods of instruction and of the system of education adopted in those countries. The conditions to be fulfilled by the candidate were:—To hold either the Teacher's Diploma of the University of London, or the Certificate of the Syndicate for the Training of Teachers of the University of Cambridge, and have had at least two years' experience as a Teacher in a Secondary School or as a member of the staff of any Training College for Teachers of Elementary or Higher Schools.

The award of the Scholarship in 1897 was entrusted by the Trustees to the Council of the Cambridge Training College for Women Teachers, who appointed Miss Brebner, a former student at the College.

In accordance with the regulations for the Scholarship, Miss Brebner submitted a report to the Trustees, and they generously offered to contribute a sum towards the expenses of publication provided the Council of the Training College were of opinion that Miss Brebner's report was worthy of being published.

The Council having unanimously decided that the report was, in their opinion, well worthy of being published, it is now accordingly published.

CHARLES SMITH,
Chairman of the Council of the Cambridge Training College.

PREFACE.

THERE is every reason to believe that this is a time of transition and reform in English Secondary Education generally, and more especially in the teaching of Modern Languages. It is true that complaints of the poor results obtained, after long years spent on French and German at school, are not of recent date only. New methods, too, and royal roads have at all times been largely advertised. Yet it is certainly a hopeful sign that educationists have begun to put their finger on the weak points of our system, and to look abroad for the solution of some of the most difficult problems. Germany has, by common consent, been singled out as the most likely to suggest the lines along which the reform should take place. This is doubtless partly due to the fact that the Germans possess a clearly defined system of Secondary Education. But there is a special reason why we should look to Germany for a solution of the Modern Language problem. Not only are the Germans excellent linguists, by the most impartial accounts, but they have recently passed triumphantly through their period of transition. The system of Modern Language teaching which they have worked out, within the last twenty years, has been fully tested, and produces results that are positively brilliant. I was to some extent aware of the significance of the movement, to which my attention

had been directed at a very early stage. It was therefore a source of deep gratification to me when the Council of the Cambridge Training College appointed me as Travelling Gilchrist Scholar to study German methods. I gladly avail myself of this occasion of expressing to the Trustees my sense of obligation for the opportunity thus afforded me of carrying out a long cherished wish, under exceptionally favourable circumstances. As Gilchrist Scholar, and furnished with letters from the Foreign Office, I had free access to schools and educational authorities, and was everywhere treated with kindness and courtesy. The German governments afforded me every facility, except that Prussia courteously but definitely refused to depart from its rule of not admitting women to the boys' schools. I owe the warmer thanks to those educationalists who made good the loss to me by their information and advice. Many Head Masters in Prussia would have willingly admitted me to their schools, had they been allowed to do so by the government. In other parts of Germany, I not only had free access to the boys' schools, but was treated with a delicate considerateness which was most welcome in the somewhat novel position in which I found myself, of being often the first woman who had set foot in the class-rooms. The teachers also of the girls' schools were very obliging. There are many to whom I feel deeply indebted for kindness shown. I should like to express my gratitude to each personally, but the list would be too long for the pages of a Report like the present. The kindness I experienced far surpassed my expectations, and made my travels as pleasant as they were profitable.

A term spent at the Cambridge Training College immediately before I started proved excellent preparation for the work entrusted to me, especially as Miss E. P. Hughes kindly put me in charge of the French teaching. Mr Sadler, Dr Breul, Dr Scholle, Dr Herford and others gave me valuable advice

and many useful introductions. I also received most helpful suggestions from some of the foremost professors and teachers of Modern Languages in Germany, including Professor Vietor, Direktor Franz Dörr, Direktor Max Walter, Professor Dr Kühn, Direktor Professor Dr E. Hausknecht and Dr H. Klinghardt.

I spent in Germany over six months in all. I visited schools in the following towns:—Bremen, Hamburg, Berlin, Leipzig, Halle, Eisenach, Giessen, Frankfort on the Main, Darmstadt, Heidelberg, Karlsruhe and Freiburg im Breisgau. I also spent a month at Marburg, and three weeks at Jena, attending the holiday courses held in these towns. In Prussia my attention was necessarily directed chiefly to girls' schools and women's training colleges, although I was enabled, indirectly, to gain considerable insight into the teaching in boys' schools even there. Through the kindness of the Professors, I heard several lectures at Berlin University and was invited by Professor A. Brandl to visit the English *Seminar.* Elsewhere in Germany I had the opportunity of visiting *Realschulen*, *Oberrealschulen*, *Realgymnasien* and *Gymnasien* as well as *höhere Mädchenschulen* and *Lehrerinnenseminare.* I visited in all forty-one educational institutions, and heard about two hundred and sixty lessons[1].

Many teachers and heads of schools were kind enough to grant me special interviews, in which they freely discussed their methods and the leading educational questions of the day. Although my attention was chiefly directed to French and English, I also heard a few good German lessons, two or three interesting Italian ones and two excellent Classical ones.

In my Report I have aimed chiefly at giving a correct general view of the methods adopted. I have abstained from discussing points that seemed to me irrelevant or of minor

[1] For complete statement of schools visited and lessons heard, see Appendix A.

importance. In my choice of lessons, I have been dominated not only by their absolute merit, but also by their representative nature. Hence, while some of those given are among the best I heard, I have nevertheless been obliged to pass over in silence a very large number of exceedingly good lessons by first-rate teachers[1]. I shall not have reason to regret this self-imposed restraint, if it has enabled me to give a fairly complete and well-balanced account of the Teaching of Modern Languages in Germany at the present day.

I owe special thanks to Dr K. Breul for kindly revising the Report, and making many useful suggestions.

[1] For the description of a few of these, see the article on the *Teaching of Modern Languages in Germany* in the forthcoming volume of Mr Sadler's "*Special Reports*" (London, Eyre and Spottiswoode, 1898).

M. B.

May, 1898.

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CHAPTER I.

THE "NEW METHOD."

ALMOST everywhere in Germany the term "New Method" is applied to the present system of Modern Language teaching prevalent in all the more advanced Secondary schools. Yet it is liable to a certain amount of ambiguity, as there are many modifications of this method. Moreover, some of the strongest advocates of the system in its newest form object to the term "new" as being of necessity temporary, whereas the method itself will be employed long after it has become old. They would prefer an epithet at once more definite and lasting. The terms "analytic," "direct" and "imitative" stand out among others that have been suggested and employed by good authorities, but as yet there is none universally accepted. I will accordingly, in the following pages, employ the popular expression "new method," that being the one I heard used by teachers all over Germany. It is strictly true at present, and its very ambiguity is hardly a drawback, as all the modifications have many features in common. Certain other features are still almost vehemently attacked in some quarters, more especially the use of phonetics in teaching pronunciation. But the main principles are practically recognized everywhere.

The movement which resulted in the establishment of the new method on a firm basis is generally traced to the

appearance, in 1882, of Professor Vietor's revolutionary little pamphlet entitled, *Der Sprachunterricht muss umkehren*[1]. Strictly, of course, it can be traced in part to forces at work much farther back—including the spread of the Herbartian principle of "analysis"—as is clearly shown by the rapidity with which the pamphlet did its work. The small band of energetic reformers, Vietor, Kühn, Franke and others, carried everything before them, in the face of very strenuous opposition. By 1884, the new method had already begun to find its way into the schools. In 1891, regulations were drawn up by the Prussian educational ministry enforcing the main principles of the *Reform*. Since 1892, therefore, exactly ten years after the movement had become an active one, the new teaching has been practically established by law. The reformers are still busy: there seems reason to believe that they will succeed in promoting yet farther the teaching of Modern Languages, making it even more practical than hitherto, and winning for phonetics their true place in language teaching.

The general characteristics of the new method may be summed up by reference to the three names mentioned above, which have been suggested to designate it. It is at once analytical, direct and imitative. The reading-lesson is regarded as the centre of the whole teaching and has to be analysed, or broken up, to furnish material for conversation, composition and grammar. The foreign tongue is used to express directly, without the intervention of the native language or of grammar rules, the percepts, images and concepts presented to the pupils' minds: the language is learnt from itself. It is learnt by imitation: the teacher speaks and reads to the pupils, whose duty it is to imitate him as well as they can, just as he imitates the foreigners as accurately as possible.

It is more difficult to state absolutely and exhaustively

[1] See *Bibliography* of the chief publications mentioned in the text.

the special characteristics, because there is still considerable difference of opinion on certain points, and a still greater diversity in the prominence given to the different elements that are considered essential by all. The question of phonetics is at once so much debated, and of such importance, that I shall devote a separate chapter to it, not now including it among the other essential features, which may be summed up as follows:—

1. Reading forms the centre of instruction.
2. Grammar is taught inductively.
3. The foreign language is used as much as possible throughout.
4. There are regular conversation exercises at every lesson.
5. The teaching is connected with the daily life of the pupil.
6. Objects and pictures are used in the earlier stages.
7. *Realien*[1] are extensively taught, especially in the later stages.
8. Great attention is paid to pronunciation throughout, but more particularly in the beginning.
9. Free composition is largely substituted for translation into the foreign tongue.
10. Translation into the mother tongue is reduced to a minimum.

The above list may not be quite exhaustive, but I think it includes all the most prominent tendencies of the new school. They will be best understood and appreciated with the help of a few typical lessons. Before describing these in detail, it may be well briefly to enumerate some of the circumstances under which Modern Languages are taught in Germany. The teacher is almost invariably a German of wide culture, who has received special training for his work, and who has become familiar with the life and language of the

[1] See Chapter IV, p. 32.

foreign nation, by residence abroad and otherwise. Most male teachers of modern foreign languages take both French and English, many of them have undergone special phonetic training, and all have studied literature and philology.

The following are, roughly speaking, the ages at which pupils begin French and English respectively, at the different kinds of secondary schools, with the number of lessons a week spent on each[1].

In the *Oberrealschulen* and *höhere Mädchenschulen*, French is begun at 9 years of age, English about 12 or 13: French has from six to four lessons a week, English four.

In the *Realgymnasien* French is begun at 11, English at 12: French has from six to four lessons, English three.

In the *Gymnasien*, French is begun at 11, with five or four lessons a week the first year, and subsequently from three to two. English is an optional subject, generally taught in the two or three highest classes, with two lessons a week.

The *Realschulen* have a larger number of hours per week spent on French and English than the *Oberrealschulen* even, but the course is shorter.

It is worthy of note that, as a rule, the number of lessons per week diminishes as the pupils rise in the school, the reason being that it is far more difficult to gain a firm grasp of a language, than to keep it up when acquired.

In most schools there is a *propædeutic* or preparatory course of drill in pronunciation, with or without systematic phonetic training. The earliest instruction generally takes the form of talk on objects in the schoolroom, on matters connected with the pupils' daily life, and on coloured pictures representing everyday scenes. The pictures generally used are Hölzel's *Wandtafeln* of the four seasons, the farmyard, the forest, the Alps and the town. To these have been recently added pictures of Paris and London, the former very good of its

[1] For a tabulated list of hours in the Prussian schools, see Appendix C.

kind. With the exception of the two last, the Hölzel pictures were not originally intended for foreign language teaching, and have been criticized as representing German scenes, instead of French and English ones. Moreover, they perhaps contain almost too much subject-matter for talk. It is nevertheless undeniable that the *Hölzelsche Wandtafeln* have been found invaluable in language teaching, particularly when used with a text-book especially adapted to them. The one most frequently employed is the *Lehrbuch der französischen Sprache* by Rossmann and Schmidt. The first seven lessons deal with the schoolroom, schoolroom-objects and parts of the body, the Spring picture being introduced at the eighth lesson. There was no kind of lesson that I heard more frequently and successfully given than those based on Rossmann-Schmidt, and dealing with the schoolroom, the pictures, etc. The pupils were always bright, eager and interested the whole time. They never showed the least sign of *mauvaise honte*, or unwillingness to speak a foreign tongue. On the contrary, the fact that they were actually speaking French (or English) added to their enjoyment. The following lesson is typical. It was given at the *Realschule in der Altstadt*, Bremen, to Class Vb, by their French teacher, Herr Müller. There were 35 boys present, about 10 years of age. They had been learning French for one year, with eight lessons a week.

A description of the schoolroom was first given in answer to a rapid succession of questions from the teacher. Then the boys had to substitute the indefinite for the definite article in the phrases used. The naming of the parts of the body introduced the singular and plural of nouns, e.g.

Qu'est-ce?—C'est l'œil.

Qu'est-ce?—C'est l'oreille.

Qu'est-ce que ce sont?—Ce sont les oreilles.

Sont-ce les oreilles?—Non, monsieur, ce ne sont pas les oreilles, ce sont les yeux.

The repetition of a short rhyme, with questions on it, was

followed by a concrete grammar lesson on the possessive adjectives. Herr Müller said to the three front boys on his right, "*Prends ton livre.—Prends le tien.—Prends le tien.*" To the three on his left he said, "*Prends deux plumes.—Et toi.—Et toi.*" Then one boy said, "*Voici mon livre*"; to his neighbour, "*Voilà ton livre*"; of the third boy's book, "*Voilà son livre.*" Similarly in the case of the pens, "*Voici mes plumes,*" "*Voilà tes plumes,*" "*Voilà ses plumes.*" Again, one book was given to three boys, and so with the pens, which led to the appropriate use, in sentences, of *notre*, etc., *nos*, etc.

Various questions were asked on the Spring picture, among others,—

Que représente ce tableau?
Qui est-ce?
Qui sont-ce?
Qu'est-ce?
Qu'est-ce qu'un cheval?
Combien y a-t-il d'animaux sur le tableau?
Compte les moineaux.
Compte les canetons.

At this point, Herr Müller introduced a great deal of practice in the use of numerals with months, days, dates, etc. From time to time he said, "*Traduisez en allemand,*" to make sure the pupils understood what they were saying; otherwise nothing but French was used. Easy, concrete examples were given in the four simple rules of arithmetic, written on the blackboard by the teacher and worked orally by the pupils.

Then returning to the picture, the teacher bade the boys name the different trees, distinguish between *les arbres fruitiers* and *les arbres forestiers*, and mention the different kinds of fruit the former bear, thus, *Le cerisier porte des cerises*, etc.

To revise the prepositions, besides making use of the picture, Herr Müller set a boy to ask, "*Où sont les livres?*" having his books (1) in the bag, (2) on the bag, (3) under the bag, (4) behind the bag. Then the teacher himself asked, "*Où*

est le maître?" standing (1) before the desk, (2) behind the desk, (3) beside the desk, etc.

Then followed practice in adjectives of colour, and in the predicative and attributive use of adjectives. *Montre*, *horloge* and *pendule* were concretely distinguished by reference to the teacher's watch, the clock in the steeple, and a clock drawn rapidly on the board. The hard and soft *g* was also explained.

Questions on the type of, "*Que fait le père?*" were followed up by the conjugation of the present of *faire*. Then, writing on the blackboard the two answers to the question, "*Que fait le garçon?*" viz. :—*le garçon mange une beurrée*

le garçon regarde les hirondelles,

Herr Müller led the pupils to combine these sentences in three different ways, (1) with *et*, (2) with *qui*, (3) with *en*.

Some questions on the senses followed, and then the home-work was given out. The class were required to write short compositions on *La cigogne* and *Le jardin*. Headings were given to guide them, and questions asked and answered on each heading, by way of preparation for the exercise. The lesson was brought to a close by the singing of a French song—a very common practice in German schools.

English teachers are apt to be hopeless of producing such good results as the Germans, even on the improved system, when they compare the liberal number of hours allotted to French and English in German schools with the scanty time allowed for Modern Languages in most of our schools.

It is very much to be regretted that so few hours a week are usually spent on any given language in England. The Germans believe very much in what they call the intensive study of a language. It is an acknowledged fact that half the number of years with double the number of lessons per week produces immeasurably superior results.

In most Prussian *Realgymnasien* English is begun in *Untertertia*, i.e., in the fourth school-year, at twelve or thirteen

years of age, with three lessons a week. At present an experiment is being made at many *Reformschulen* in Prussia and elsewhere to test the advisability of beginning English two years later, in *Untersekunda*, with six lessons a week. The following lesson given by Direktor[1] Max Walter, the Head Master of the *Mustershule* in Frankfort on the Main, will show with what results. The class had been learning English for exactly fourteen weeks. Throughout the lesson, I think the Direktor used German only once, in reproving a boy for carelessness.

As he entered the room, he said to the boys, "Sit down." They did so, saying, "We are sitting down." Then, without another word, the Direktor went to his desk on the platform, and, by simply looking at different boys, got the following statements of his actions:—

You are standing on the platform.
You are going to your desk.
You are sitting down.
You are taking your pen.
You are writing your name.

Here followed a few English questions and answers about an absentee; then, as before:—

You are putting the pen on the table.
You are taking the blotting-paper.
You are putting the blotting-paper in the class-book.
You are rising up.
You are leaving your place.

Then a boy was called up and told to go to the door. He did so, saying, "I am going to the door," and different sections of the class said to the boy, "You are going to the door," and of him, "He is going to the door." The same procedure was followed when the teacher said,

[1] *Direktor* is the title given to the head of a secondary school or college almost everywhere in Germany.

Open the door.
Shut the door.
Leave the room.
What have you done?
Go to your place.
You will go to the cupboard.
Go to the cupboard.
Open the cupboard, etc.

After saying to a boy, "Take this book, and put it in the cupboard," the teacher kept the book in his hand, so that the pupil had to say, "Please give me the book." Then the teacher asked,

What are you going to do?
What are you doing now?
What have you just done?

As before, not only did the pupil himself answer each question correctly, but others said, to him and of him, what he was going to do, what he was actually doing, and what he had just done.

After another boy had been called up and made to perform various actions in the same way, two other boys were told to rise and walk round the room, sometimes at the same rate, sometimes the one more quickly than the other. "You must first see it," said Direktor Walter to the boys, "and then speak about it." The talk took the form of the following sentences which were duly practised :—

You are walking more quickly than your friend.
You are not walking so quickly as your friend.
You are walking as quickly as your friend.

Then the two boys were told to place themselves respectively before and behind the teacher, suiting, as usual, word to action. Then the teacher asked the class the following questions :—

Who is standing in the middle?
Who is standing before me?
Who is standing behind me?

These two boys, of unequal height, were placed side by side, and the other pupils, in answer to the teacher's questions, said,

Schmidt is taller than Fechner.
Fechner is not so tall as Schmidt.

Again the different persons of the verb were appropriately used:—

I am not so tall as Schmidt.
You are not so tall as Schmidt.
He is not so tall as Schmidt.

I am taller than my friends.
You are taller than your friends.
He is taller than his friends.

The proverb about a friend, "A friend in need is a friend indeed," was followed by the repetition of half-a-dozen other English proverbs. "It is the work that crowns the day" contained two difficult words, "work" and "crowns," which were carefully practised and phonetically spelt from Vietor's *Lauttafel* (Sound Chart). When a boy made a mistake in pronunciation, neither he nor any one else was allowed to say what mistake he had made, but he had to show on the *Lauttafel*, first the sound he had given, then the sound he ought to have given, carefully repeating the right sound of the word. Similarly, when the boys were made to correct each other, none ever repeated the wrong pronunciation, but only gave the right form, which was repeated by the pupil who had made the mistake.

After the short digression about proverbs, the teacher returned to the comparison of the two boys, and called out a third of the same height as the shorter of the two. Thereupon,

the following remarks were made by the three boys, and repeated, with appropriate changes of person, by their comrades:—

1. I am taller than my friends.
2. { I am not so tall as my friend Schmidt.
   { I am as tall as my friend Schmaltz.
3. { I am as tall as my friend Fechner.
   { I am smaller than my friend Schmidt.

Here followed the repetition of a poem, "Work while you work, and play while you play," the class being told to "keep a look-out for faults," and correct at the end of each verse. A mistake being made in the use of the demonstrative *this*, the pupils were required to give sentences appropriately introducing *this* and *that*, *these* and *those*. Similarly, examples were given of *who*, *whom*, (1) used interrogatively, (2) used relatively.

At their lesson on the previous day the boys had had two verses of "I remember, I remember the house where I was born." They had been written in phonetic transcription (*Lautschrift*) on one board, in ordinary writing on another. Both these blackboards were now in front of the class. A pupil was told to read the transcription, which he did correctly. Then the teacher asked such questions as the following:—

What do you remember?
In what house were you born?
When were you born?

This last question was put to several boys, each of whom gave in full the date of his birth. After one or two more questions on the subject-matter of the poem, the mention of the window led the teacher to speak about the windows of the class-room, and of the house in the Spring picture. Going back to the poem once more, he asked,

What came peeping in at morn?
Did the sun ever come too soon?

On getting the answer, "No, sir, he never came too soon," Direktor Walter moved arms and legs, saying, "I am moving my limbs," and had the word "limbs" spelt on the *Lauttafel*. He then moved his eyelids up and down, saying, "I am moving my eyelids—that is called a wink." He thereupon repeated his original question, and now got the answer, "No, sir, he never came a wink too soon." Here followed a little practice in irregular verbs, and the reading of the verse from the ordinary script. Then a boy was sent to wipe the blackboards, saying, as usual, what he was doing,

I am standing up.
I am leaving my place.
I am going to the blackboard.
I am wiping the blackboard.

Four boys were set to write on the blackboards, three a verse each of "Those evening bells," the fourth a description of the Summer picture. Meanwhile other boys repeated, "Those evening bells." Being told to give other poems "expressing the love of English boys for their home and country," they repeated,

God save the Queen.
Home, sweet home.
Our home is on the ocean.

"Home, sweet home" was sung, and sung remarkably well. In the course of the repetition of these poems by different boys, the *Lauttafel* was used, and the boys were set to correct each other's pronunciation. On one occasion, when the *f* and *v* sounds had been interchanged, the class were made to practise the transition from the voiceless to the voiced spirants and sibilants.

Just at this point, Direktor Walter was sent for on business. Without a moment's hesitation, he handed the pointer to one of the pupils, and told him to question the class on the picture. The boy might have been the regular teacher, question and answer went on so smoothly and promptly. The

boys raised their hands and answered when named just in the ordinary way.

On the Direktor's return, the hearing of poems was continued for a little, then the four boys who had been at the blackboards were required to read what they had written. One had mis-spelt *splashes*, whereupon other members of the class were asked to mention different words in which the sound *sh* occurred.

Next came the teaching of the new lesson, viz.: another verse of "I remember, I remember." The teacher read it, and put questions on what he had just read. Then a pupil repeated the verse after him; another boy standing at the *Lauttafel* showed the sounds, while the class uttered them; and meanwhile the teacher wrote the phonetic transcription on the board. At mention of "violets," a good deal of practice was necessary, and other words with the *i* sound were given by the boys.

The Serpentine being mentioned, the teacher turned to a large map of London hanging on the wall, and bade a pupil point out the Serpentine, asking what boys did on the Serpentine in Winter. A short talk followed on the Albert Memorial, the Albert Hall, "Albert the Good," etc. Alongside of the phonetic transcription, the teacher now wrote the same verse in the usual orthography, the boys spelling the words. The words "made" and "light" led to the mention of other words containing the *a* sound, and others with silent *gh*. The lesson ended with the repetition, in character, of the Ninth Dialogue from Dr E. Hausknecht's *English Student*.

For home-work, the class were told to write out and learn the new verse of "I remember, I remember," and also to write out and re-learn the Ninth Dialogue from the *English Student*.

In describing the above lesson I have gone into considerable detail, partly because I could not have conveyed an adequate conception of the lesson otherwise, and partly because it illustrates so many features of the new method.

As I could not see all the processes in one lesson, Direktor Walter kindly gave me a few details about his teaching of the reading-lessons. He always first reads a new passage to the boys, who listen with their books shut; he then asks them questions on what he has just read, explaining any new words that occur. He next gets some of the boys to give him the substance of the passage in German. When they do open their books, he always reads again himself before letting any of the class read, during the first year at least[1].

In not less than nine cases out of ten, German teachers insist on complete answers from the pupils. The importance of this in teaching foreign languages does not need to be emphasized. I think the following reproduction of the pupils' answers only at a lesson I heard in Hamburg will sufficiently recommend the system, even apart from the greater practice it affords. The answers are given exactly as I heard them.

(The rejected words and superfluous answers are bracketed.)

"Seven English sailors were captured by pirates. They were transported to Algiers. Algiers is a town in the north of Africa. Their fate was very hard. (They had to do the work of slaves.) They were treated, not as prisoners, but as slaves. They had to work very hard. (They resolved to make their escape.) They resolved to make their escape, because there was no hope to be set free. They had no hope of being rescued by their friends. They (make) made a boat in a cellar which belonged to the master of one sailor. The cellar was usually used for storing up the goods of the master[2].

* * * * * * * *

"When everything was ready, they carried the parts to a quiet valley. The valley was half a mile from the sea-shore. Then they carried it to the shore. When a boat is quite finished, it is launched by the people. They were very much

[1] This system closely resembles the one described by the late W. H. Widgery in *The Teaching of Languages in Schools*. (London, Nutt, 1888.)

[2] Here followed an account of the construction of the parts of the boat.

dismayed when they found that only five persons could find (place) room in the boat. Then they cast lots, to settle who was to go in the boat, and who was to be left behind. When the five sailors departed, they promised to tell the fate of their comrades in England. They took with them two leather bottles and a little bread."

I think the above connected narrative not only does credit to the answers of the pupils, but also to the questions of the teacher, and the two years' teaching the class had had previously. It was the *Sekunda* of the *Realschule vor dem Lübecker Thore*, Hamburg. (Direktor Dr Rautenberg.) The pupils, about 13 years of age, had been learning English two years, with four lessons a week. Their teacher was Dr O. Boensel, and the passage reproduced above was taken from his *Lesebuch für den englischen Unterricht*, which contains a most suitable selection of passages for boys. He had first of all gone over the story with the class, explaining new words, then he re-read it, the boys listening with closed books: from time to time he recapitulated, putting questions and giving explanations. Having gone over the whole passage in this way, he put the series of questions which elicited the answers quoted.

No less interesting than the foregoing was a lesson given to the highest class of the *Dorotheenschule*, a Girls' High School[1] in Berlin, by the Direktor, Dr A. Hamann, formerly Taylorian teacher of German at the University of Oxford. This class had been learning English for two years, with four lessons a week, and were just beginning to read Mrs Ewing's *Jackanapes*, edited by Dr Hamann.

The teacher first read a paragraph in English. Then the pupils translated as best they could, with help, taking note of any words or phrases that were new to them. Great attention was paid to the idiomatic rendering in German of idiomatic English expressions.

After the first paragraph had been read by the teacher and

[1] Höhere Mädchenschule.

translated by the pupils, it was read by a pupil. When several paragraphs had been gone over in this way, Dr Hamann proceeded to ask questions on the passage, mostly in character. He put the questions as if he were a stranger, asking his way to Miss Jessamine's house, and the girls answered partly in the character of the postman. This dramatic element added considerable humour and interest to the conversation. The girls entered into the spirit of it, and evidently enjoyed it. The following questions will enable the reader to form an estimate of this part of the lesson:

I say, Postman, where does Miss Jessamine live?

How can I get to the Green?

Do many people live round the Green?

What are the ordinary inhabitants of every village green in England?[1]

How old is that gentleman I see crossing the Green?

Do people usually live to such an old age in the country?

How do you account for it?

How old is Miss Jessamine? (—I do not know exactly; she makes a secret of her age.)

Do many people do that? (—Yes, Sir, especially old ladies.)

On this method the teacher can drop the assumed character at will, without producing any mental confusion in the pupils' minds. I have seen similar plans adopted by other teachers, always with admirable effect. They have the additional advantage of giving the pupils sufficient practice in all the persons. "Make so-and-so speak" is a command that young people always obey with pleasure, and with benefit to themselves.

This dramatic procedure, however, requires a skilful, sympathetic and versatile teacher. Of it may be said with even greater truth what I so often heard regarding the new method even from its staunchest upholders; "It makes the pupils brighter: they are happier and learn better, *but it takes a great deal out of the teacher.*"

[1] i.e. donkeys and geese!

CHAPTER II.

GRAMMAR AND COMPOSITION.

The attitude of the reformers towards Grammar and Composition is considered by many to be more or less hostile. This is due to a misunderstanding, which was perhaps inevitable under the circumstances. In most schools, Modern Language teaching used to consist mainly of grammar and composition. Grammar meant the committing of elaborate rules, lists and exceptions to memory, and composition took the form of translating sentences or passages into the foreign language, with the help of these rules. Against this state of matters the reformers were most vehement: language for them meant infinitely more than rules and translation. Hence arose the delusion that they were wholly averse to grammar teaching, and now some people seem to think that the new school has at last realized there is no getting on without grammar. But all along the reformers have looked on grammar as a useful means, only maintaining that it could not be systematically taught till there was a certain amount of language-knowledge to work upon. No separate grammar-lessons are now given in the earlier stages. Less grammar is taught, but it is taught inductively. Pupils cannot repeat rules so glibly, but they are surer of their application. Compilers of grammars and teachers of grammar now endeavour to restrict themselves to what is normal and essential, dropping the exceptions and

niceties dear to examiners, but which are of no practical utility even to the more advanced pupils.

Most reading books have a grammar section, or a special grammar is meant to be used in connection with them. Frequently the examples illustrating the rules are taken from the reading lessons and precede the rules. Thus, in Dr Kühn's *Französische Schulgrammatik*, the rules for the use of the imperfect and "historical perfect" (preterite or past definite) are preceded by a number of well-selected sentences from two stories of his *Französisches Lesebuch* (*Unterstufe*) viz. *L'anthropophage* and *Erreur d'un paysan.* I do not remember coming across a simpler, clearer explanation of that important distinction, regarding which pupils are so liable to make mistakes.

Due importance is everywhere attached to the verb, both in the teaching and in the grammars. I rarely heard a French lesson given to younger classes without a considerable amount of verb practice. Dr Kühn's grammar, to which I have just referred, and which numbers about 200 pages in all, devotes 85 to the verb alone.

Some of the older grammars have been re-written or adapted to suit present requirements. The English grammar of Gesenius, remodelled by Dr Regel, and some of the French books of Dr Karl Ploetz, transformed by his son, Dr Gustav Ploetz, with the help of Dr Kares, are now as popular, with the advocates of the *vermittelnde Methode* (method of compromise), as they were in their old form before the recent movement began.

Dr Julius Bierbaum's *Französische Lehrbücher* are very extensively used, in Berlin and elsewhere, in girls' schools. They are not exactly representative books on the new method, but Part I. is universally praised by the teachers who use it.

Rossmann-Schmidt is perhaps most widely diffused of all: it has already reached its seventh or eighth edition since its first appearance in 1891. I heard it very highly praised on

all hands, and repeatedly saw most admirable results of the teaching in classes where it was used (*v. ante* Chapter I.). Such criticisms as I did hear cancelled each other: one teacher complained that there is too little grammar, another that there is too much.

Equally unanimous was the praise bestowed upon Dr Kühn's books, but I had not so often the privilege of being in schools where they are used. His grammar is remarkable for clearness and conciseness. The *Lautlehre* at the beginning is said to be perfect, and it is almost a feat in itself to reduce all that is essential in French grammar to a couple of hundred pages, mostly in large print.

The most interesting English books that I have seen, representative of the new method, are Vietor and Dörr's *Englisches Lesebuch* and Dr Hausknecht's *English Student.*

Some examples of the new method of teaching grammar have already occurred in the lessons described in Chapter I. A very few more will, I think, make this point quite clear.

The rules for the agreement of the past participle in French are frequently taught in connection with objects in the schoolroom or represented in the pictures used. I heard Fräulein Zipfel (*Victoriaschule*, Berlin) give a lesson on Hölzel's Spring picture, in the course of which she asked the following questions:—

Est-ce que la porte est ouverte?
Est-ce que la porte de notre classe est ouverte?
Les fenêtres sont-elles ouvertes?

Taking a book in her hand, she went on,

Ce livre est-il ouvert?
Ce livre est-il fermé?
Cette porte est-elle fermée?

Then, *Quelle est l'orthographe de "fermée"?* And so with *livre, livres, fenêtre, fenêtres*, the spelling of *fermé* (*-és, -ée, -ées*) being required in each case.

The use of the relative pronoun governed by a preposition

was taught by Dr Mann (*Königliches Gymnasium*, Leipzig) as follows. (He also was giving a lesson on the Spring picture.) Writing up on the board three connected words

maison nid ferme

he formed a sample sentence, *La maison, sur le toit de laquelle se trouve un nid, est une ferme*, and thereupon wrote other sets of three connected words, bidding the pupils form sentences with these, e.g.

église clocher horloge

L'église, au clocher de laquelle est une horloge, est grande.

After some practice of this kind, the boys were required to form sentences independently, i.e. without the teacher's suggesting connected words. Here are examples of the sentences so formed:—

La maison, sur le seuil de laquelle est assise une grand'mère, est jolie.

Le ruisseau, dans les eaux duquel il y a des canards, forme une petite cascade.

La grand'mère, sur les genoux de laquelle il y a un petit enfant, est âgée.

When the tense of a verb is first taught, it is generally conjugated throughout in the form of a sentence occurring in conversation or in the reading lesson, but when revised it is simply repeated, or translated from the German.

In the younger classes where verb-teaching begins, the different tenses of the verb are made to refer to concrete persons. For instance, Dr Wilke (*Realgymnasium*, Leipzig) taught the present indicative of the verb *montrer* as follows. He first said to a pupil, "*Montre-moi la porte.*" The pupil did so, saying, "*Je montre la porte.*" Other objects were treated in the same way. Then two other boys were told to point to various objects in the picture: as they did so, they said, "*Nous montrons la porte*," etc. Here Dr Wilke wrote on the blackboard, *je montre la porte, nous montrons la porte*, leaving a space for the second and third persons. *Tu montres la porte,*

etc., were taught in the same way, and duly written upon the blackboard. Dr Wilke made use of my presence for the feminine, by asking them what they would say if I pointed to the door—*elle montre la porte*—and what it would be if there were two ladies instead of one—*elles montrent la porte.* The aim of all this was to associate in the boys' minds actual persons and actions with the words and sentences employed.

At the grammar lessons, strictly so called and confined to the upper classes, I was struck with the fact that they consisted chiefly of composition. Indeed the grammar teaching frequently takes place when the subject of the exercise is given out, or when the exercises are given back or revised. This is not, however, an essential part of the new method: it belongs rather to the method of compromise.

The exercise still sometimes takes the form of translation in most schools, although most of the reformers are entirely opposed to this kind of composition. Many of the reading books have *Übungsstücke* at the end, or else specially prepared *Übungsbücher* are used in connection with them. These are collections of German passages adapted to the reading lessons in such a way that the pupil can avail himself of words and expressions with which he is already familiar. Most of these exercises deal with some definite section of the grammar. They are continuous passages as a rule, but sometimes consist of sentences more or less loosely connected.

Rossmann and Schmidt entirely reject such *Übungsstücke* and suggest an endless variety of grammatical exercises and free compositions (*freie Arbeiten*)—dictations, questions, descriptions, short essays, adaptations, etc.—all based on lessons already learnt. For instance, after the story of *Le trésorier et le roi* (pp. 89, 90 of the *Lehrbuch*), the following suggestions are made for the *schriftliche Übung* (written exercise):

1. *Der König erzählt die Geschichte.*
2. *Der erste Teil wird im Präsens erzählt.*

I often heard teachers give out such adaptations as exercises,

and sometimes saw them written. Perhaps the most pleasing example occurred at the *Oberrealschule*, Heidelberg, where a class of little boys, after learning the fable of the Hare and the Tortoise, were set to write the story in the person of the hare.

Although translation into the foreign tongue is still retained in most schools, it forms only part, and the minor part, of the composition.

The following is, I believe, an almost complete list of the kinds of exercises given in addition to translation or instead of it.

(A very few are confined to the lowest stage or the highest; the majority belong to all the intervening stages.)

1. Copying.
2. Writing from memory.
3. Sentences describing the picture.
4. Sentences illustrating grammar rules, or introducing given words and expressions.
5. Answering questions.
6. Putting questions on a given passage.
7. Reproducing a description or story previously learnt or just heard.
8. Writing out a story with change of person or tense.
9. Reproducing the substance, or writing the summary, of a chapter or passage learnt.
10. Describing occurrences of daily life, e.g.
    (*a*) The time-table of a given day.
    (*b*) The different meals.
    (*c*) Daily actions, such as getting up, etc.
    (*d*) Special events, such as walks, expeditions, etc.
11. Letters.
12. Short essays, mostly on concrete subjects.
13. Literary estimates of books read.
14. Critical discussions of the character, episodes, etc., in a given book.

15. Biographies and historical sketches.

Much attention is paid to dictation throughout, but at first the dictations are always taken from passages already learnt, with perhaps slight changes introduced. Even later, if unseen passages are dictated, special help is considered necessary. Indeed much help is always given in preparation for all written work in the earlier stages. Great care is taken to avoid the occurrence of mistakes as far as possible. Nevertheless, considerable freedom of expression and treatment is permitted. I saw very many *freie Arbeiten*, both before and after correction, by good pupils and by indifferent ones. The exercises differed greatly from each other, but the mistakes were, as a rule, comparatively few. I found no trace of a desire to shirk or shorten the work. Often, where one sentence had been required, two or three were given, rolled into one. Everything I saw and heard revealed an interest in the *freie Arbeiten*, for which there is no counterpart in schools where the written translation of exercises is still the prevalent form of composition.

Summing up the tendencies of the *Reform* with regard to grammar and composition, I should say that less grammar is taught, but taught at once more rationally, more attractively and more thoroughly; that translation into the foreign tongue is rapidly giving place to free composition, which is found to be easier, more interesting and more useful to the pupils.

CHAPTER III.

THE USE OF PHONETICS IN LANGUAGE TEACHING.

By far the greater number even of the *schwebende Fragen* (unsettled questions) have already been settled in principle. The differences of opinion are relative rather than absolute. Everyone is in favour of teaching grammar inductively, the only question is how much grammar should be systematically taught. All would put translation into the mother tongue in the background, while few would reject it altogether. Even those who still retain translation into the foreign language consider that it should form only part of the composition work. But there is still one important question on which agreement is by no means general as yet, namely the question of phonetics. It would, indeed, almost seem as if the battle of reform were now concentrated on that one point. The Prussian *Lehrpläne* discourage the systematic teaching of phonetics, which accounts for the indifference manifested in Berlin and elsewhere. Wherever I heard vehement antagonism expressed, I always asked what grounds there were for it, and invariably found that the most strenuous opponents were either ignorant of phonetics, or had not had an opportunity of seeing the use made of them in teaching. One or two well-known *Neuphilologen*, who expressed doubt as to the advantage of teaching pronunciation phonetically, regretted that they had not yet sufficient data to go upon, and asked me with evident

interest about certain lessons I had seen given by a prominent phonetician. That phonetic teaching is difficult and arduous there is no doubt, especially in large classes of young pupils. From what I saw, I am inclined to question the advisability of letting big classes of little boys copy the phonetic transcription into their note-books, as these would have to be constantly checked, a labour almost too great for even an enthusiastic *Phonetiker* to undertake. There is no such objection to transcription (1) on the blackboard by the teacher, or (2) in the case of older pupils and smaller classes. I saw several phonetic lessons given to boys of nine, but the circumstances were not altogether favourable, and these can hardly be used as sample lessons of phonetic teaching: that the boys' pronunciation benefited there was not the smallest doubt. In one instance, where the lesson itself had seemed less satisfactory to me than others I had heard, not only the teacher himself, but the Head Master also, assured me that a class so taught the year before pronounced better than any other class had ever done. I am fully persuaded, by all that I saw and heard, that phonetic drill is invaluable for giving the pupils a good pronunciation from the start. In English, which is begun later than French as a rule, the phonetic teaching was invariably successful, and I often marvelled at the sure, unhesitating way in which the pupils had mastered the English sounds. It is absolutely indispensable, on this system also, that the teacher's own pronunciation should be as perfect as possible. This was the case with the two gentlemen who were kind enough to give me the fullest insight into their methods of phonetic teaching—Professor Wendt of Hamburg and Direktor Wittmann of Heidelberg. Although I had the pleasure of hearing both French and English lessons taught by Professor Wendt, he gave me most detail about one of his French classes. He begins by teaching the vowel sounds, making use of the phonetic triangle. Starting from the primary vowels *i*, *a*, *u*[1],

[1] Representing the German sounds associated with these letters.

the pupils are led to find the intermediate ones, close and open *e* between *i* and *a*, open and close *o* between *a* and *u*, *ü* between *u* and *i*, etc. These vowels are carefully practised in groups and throughout the whole range, with considerable variety in the order and form of practising. The modified and nasal vowels are specially practised; the latter are sung. Professor Wendt pointed out to me that the purest nasal can be produced in singing. The sounds are written in phonetic alphabet on the blackboard and read by the class. Transition from one sound to another is carefully practised. The position of the organs of speech and the right way of producing sounds are also explained. During the first five weeks, the class had learnt, orally and in *Lautschrift*,

(1) The vowel sounds.

(2) A little *Amusette* (*Chat vit rôt*).

(3) Two verses of a song, *J'avais un camarade*[1].

(4) The present indicative of *avoir*.

The so-called *propædeutic* or preparatory course on pronunciation is not confined to phonetic teaching. It is enjoined by the Prussian *Lehrpläne*, and is, in one form or another, universal all over Germany. It generally lasts three or four weeks, but some think it ought to be longer. The methods employed in this preparatory course vary considerably: all must be, in the wider sense, phonetic, i.e., must aim at teaching the sounds as sounds, not as written or printed words. Many teachers do teach phonetically in the stricter sense, even when prohibited from using a phonetic alphabet or phonetic terms in a systematic way.

One of the most successful lessons of this kind I heard was given by Fräulein Herrmann (*Augustaschule*, Berlin) to Class III. The girls were about twelve years of age, and

[1] A French translation of the popular German song by Uhland, *Ich hatt' einen Kameraden*, sung to the German air. The singing of such translations is very common in German schools.

had just had three English lessons. The teacher wrote up the voiceless and voiced consonants in two columns on the board and asked the pupils on what principle she had grouped them. The class then read from the board, repeatedly practising the difficult sounds. The voiced *th* naturally gave a good deal of trouble, and it was some little time before a buzzing *z* accompaniment altogether disappeared. A pupil was required to describe exactly how she placed her speech organs in order to produce the voiceless *th*. The class were told to test their production of the voiced consonants by placing both hands on their ears[1]. Then they were asked to re-read the consonants, passing from the voiceless to the voiced. This was impossible with the *p*, *t*, *k*, group: so the pupils had to explain that the *Verschlusslaute* (stops) are *Augenblickslaute* (momentary sounds).

Fräulein Herrmann next proceeded to read the following words to the class, who repeated them very carefully after her: *thorn*, *thief*, *theft*, *three* etc.; *thou*, *thee*, *they*, *there* etc.

This was the first phonetic lesson I had heard and it strongly prepossessed me in favour of this kind of teaching. I was specially struck with the interest the pupils showed in what looks dry enough on paper. But my experience was the same everywhere. I rarely found interest flag at any phonetic lesson: this was due, I think, to the constant activity on the part of the pupils, coupled with a clear conception of what they had to do, and why: eye, ear and active touch are all called into play in the proper production of sounds on this system.

The phonetic method makes great demands on the pupils as well as the teacher, in this respect differing a little from the *Anschauungsmethode*[2], which is a strain on the teacher only. But the results, as shown in the pupils' mastery of difficult and

[1] Other external tests in common use are (1) placing the finger on the larynx, (2) laying the hand on the top of the head. The vibration of the vocal chords is felt in each case.

[2] The method of teaching by means of pictures and objects.

unfamiliar sounds, seemed fully to justify the increased expenditure of energy. The only time I saw a teacher pause to give the pupils a rest, was at a phonetic lesson. This would almost seem to suggest the desirability of mingling the hard phonetic drill with something easier, e.g., the committing of a poem to memory. This, indeed, is very frequently done. I was several times assured by teachers that German children (especially in the North where the dialect, *Platt-deutsch*, closely resembles English) know a good deal of English before learning a word, and with very little help understand an English poem repeated to them[1].

The most systematic phonetic teaching I heard was at the *Oberrealschule* in Heidelberg where I spent four days. I heard several lessons given by the Head Master, Direktor Wittmann; I cannot do better than describe in detail one of these, given to Class U III (*Untertertia*), who were just beginning English. At the previous lesson they had revised the speech organs, and the production of the different sounds. The teacher now gave a recapitulary explanation of the *Lauttafel*, and proceeded to deal in detail with the voiced and voiceless consonants, as presenting special difficulties to South German boys. His manner of dealing with them differed to some extent from Fräulein Herrmann's. He wrote on the blackboard in phonetic transcription two sets of words in pairs: each pair of the first group began with a voiceless and voiced consonant respectively, but were otherwise identical, e.g., pull, bull; each pair of the second group, otherwise identical, terminated in a voiceless and voiced consonant respectively, e.g., hop, hob. There were five such groups consisting of from six to eight words each, all carefully arranged. The pupils were made to practise these, group by group, over and over again (all together, in class sections and individually). Direktor Wittmann contented

[1] Fräulein Herrmann followed up the above phonetic drill with the verse of a poem, which the girls mastered easily.

himself with stating the German for the word, and then took no farther notice of anything but the correct production of the English sound. From time to time he required the boys to state the exact position of the organs necessary to produce a given sound, and the change of position in passing from one to another. He also now and then called a boy out, made him face the class, and gave him minute instructions how to place his organs of speech. From time to time a touch of humour on the part of the teacher would relieve the seriousness of the lesson, as when he bade a boy imagine he had a tremendous slice of his favourite plum-cake to demolish—this with a view to induce him to utter a good open *ah!* The voiceless and voiced *th* gave a good deal of trouble here also: Direktor Wittmann heard each individual boy separately, and bade those he had already heard go on practising, so that the room was soon filled with a sound as of busy bees. But there was no thoughtlessness or disorder over it, and each boy seemed to be trying his best.

Various devices are adopted to introduce a certain continuity in teaching pronunciation according to this method. Numbering is found to be a very good one. An experiment which Direktor Wittmann tried in my presence seemed to answer very well. He pinned coloured papers on the board, pointed to the colour, pronounced the word, the class pronouncing it after him and one boy showing the sounds on the *Lauttafel.* The names of colours introduce all the English vowel sounds except the open *a.* The boys were advised to do their home practice in pairs if possible. Others suggest the use of a mirror. So much is the eye necessary in this purely oral teaching!

On the whole, the use of sample words seems the most prevalent and most approved plan.

In the account I gave of Direktor Walter's lesson at the *Musterschule,* I mentioned his way of using transcription. I had also an opportunity of witnessing the interest older boys

take in making their own transcription. At Hamburg, Professor Wendt dictated the poem *Ma Normandie* to a class of youths about seventeen years of age. They had not had the poem before. It was dictated line by line, one pupil writing the transcription on the blackboard, the others in their notebooks. Few mistakes were made, except by a youth who pronounced badly. The mistakes that most frequently occurred were the substitution of the close for the open *o*, of the close for the open *e*, and *vice versâ*. After the whole had been written up, the class read it from the blackboard, and were told to write it out at home. It is by no means difficult to learn a simple phonetic alphabet. This class had not had any phonetic teaching previously and had been with Professor Wendt only for a very few weeks, yet the mistakes they made in the above dictation were entirely faults of hearing: they used the alphabet quite easily. Direktor Hausknecht of Berlin, who does not attach so much importance to phonetic transcription, has yet introduced it into his *English Student*. He also told me that the boys pick it up quite easily.

It is found to be a great drawback that there is no phonetic alphabet universally accepted even among phoneticians. Sweet, Vietor, Passy all employed different ones, but Professor Vietor has recently adopted the alphabet used in *Le Maître phonétique*, to which M. Passy had previously adapted his. On the whole, therefore, the one most practically useful for Englishmen is that of *Le Maître phonétique*.

Even after the difficulty of alphabet has been settled, there remains the difficulty of pronunciation, which varies very considerably in different parts of Germany. Professor Vietor, however, is doing his very best to get the *Bühnensprache* (stage language) recognized as the standard. The benefit of this would be incalculable for us foreigners, who often do not know what German to learn.

Some reformers would have phonetic drill begun much lower down in the school, with German. This would not

only tend to diminish differences of pronunciation, but would greatly lessen the difficulty of mastering the foreign sounds later. As far as I know, however, this has been nowhere introduced as yet, and is only advocated by a section of the most advanced educationists[1].

Closely allied to the above difficulty, and most fitly discussed here, is the question whether the language taught to the pupils ought to be familiar and colloquial, or refined and literary. This affects pronunciation, words and turns, and perhaps intonation as well. There has been recently a strong tendency in favour of the familiar and colloquial, which, again, seems to be provoking a desirable reaction. Some of the English expressions I occasionally heard in German schools were a little too colloquial, and would not have been permitted in English schools. Moreover, it seems a mistake to read as carelessly as one talks: yet that is almost encouraged in certain quarters. I think Professor Rousselot put the argument for "*le beau français*" well, when he said[2], "Always intend to speak correctly, and if in the animation of the moment you slur over a syllable, well. But do not try to say *i'*, *p'tit*, *que'que* etc." He told us one or two good stories to illustrate his point, among others a very amusing one about M. Frédéric Passy's once dropping the *l* sound in *ils*, in his eagerness to have it retained. My own experience in Germany makes me unhesitatingly subscribe to Professor Rousselot's statement that people are far better pleased to hear their language spoken too carefully by foreigners than with studied familiarity.

[1] The late Miss Laura Soames worked out a complete practical system for teaching English reading on phonetic principles. Her Teacher's Phonetic Manual (Swan, Sonnenschein & Co.) has been edited by Professor Vietor. G. Philip & Son (32, Fleet Street, London) are now bringing out her Scheme of English Sounds in the form of a chart for use in class.

[2] To the students of the Marburg holiday course.

CHAPTER IV.

REALIEN—THE "QUESTION OF THE CANON." INTERNATIONAL CORRESPONDENCE.

In Chapters I. and II., I attempted to show the immediate object of the newer teaching, viz. the acquisition of a practical knowledge of foreign languages, and the means adopted to attain that end. There is another object, however, no less important, though more remote, which is well expressed in Friedrich Rückert's line,

Den Menschen zu verstehen dient seiner Sprach' Erlernung,

as well as in the common statement that all language-teaching (*Sprachunterricht*) ought at the same time to be teaching of facts (*Sachunterricht*). The language-teaching of the lower and middle classes of a school is in some sort considered as a preparation for the *Sachunterricht* or teaching of *Realien*, which belongs indeed to the whole course, but is chiefly carried on in the upper classes.

The word *Realien* (real things or realities) is somewhat vague and comprehensive. It covers everything that is illustrative of a nation's real life and thought—its literature, history and geography, its institutions, manners and customs. Till recently, even in Germany, the teaching of *Realien*, in connection with languages, was mainly confined to literature: now, however, we can everywhere trace, in text-books and in teaching, the importance attached to the knowledge of the

country and the people in almost every aspect. Take for instance Dr Kühn's *Französisches Lesebuch, Mittel- und Oberstufe.* The first part contains numerous interesting passages illustrating the historical development of the French nation. But the bulk of the volume is devoted to *la France contemporaine*, including descriptions of Paris and the provinces, of the national industries and the habits of the people. It is illustrated by numerous woodcuts of well-known places and people. Even an adult, already acquainted with French life and literature, will gain from this book a more complete picture of France and the French than he had before. Its whole tone, too, is eminently broad-minded and conciliatory. Again, Dr Hausknecht's *English Student* is a very good example of the method now adopted to teach German boys about England and English life. The first part represents two Charterhouse boys having talks with each other in bedroom, schoolroom, study, etc.; these are carried on in schoolboy language and discuss the daily incidents of school-life. Letters and school-trips are ingeniously interwoven, introducing the reader to London, Portsmouth, etc. The second part contains various historical and biographical sketches, not omitting the Queen's Jubilee. This book also, like Dr Kühn's *Lesebuch*, is attractively illustrated with suitable woodcuts.

There is naturally a strong tendency to illustrate the *Realien* in various ways. So much is this the case that at first one is liable to be misled into the supposition that *Realien* are the illustrations used to make the life and habits of the foreign nation more real to the pupils. *Realien* do not, however, consist in objects, maps, pictures, etc. They are rather the national facts or "realities" which these illustrate. Dr Breul, in a lecture on the Training of Teachers of Modern Foreign Languages, delivered to the College of Preceptors (11th April, 1894)[1],

[1] Reprinted, by Professor Vietor's special request, in *Die Neueren Sprachen*, Band II. pp. 424 sqq. and 585 sqq. having already appeared in the *Educational Times*, May 1, 1894.

defines *Realien* as "*illustrative facts and studies*, comprising a study of foreign life and thought, customs and institutions at different periods, to be partly acquired abroad by personal examination. The chief auxiliary studies are: history, geography."

There is no doubt as to the importance and utility of this *Sachunterricht*, but I more than once heard German teachers express the opinion that it is a little over-done now-a-days. "What do German boys want to know about English football, etc.?" And, indeed, I found that *Tom Brown's Schooldays* is not so well known in German schools as *St Winifred's*. Nevertheless, wherever I came across the teaching of *Realien*, I always noticed that it increased the interest and zeal of teacher and pupils alike. In many schools they have ample means of teaching English *Realien* at least. This I believe is largely due to Professor Wendt of Hamburg. When the *Neuphilologentag* was held there in 1896, he had gathered together a most useful and interesting collection of English books, illustrations, etc. No pains or expense had been spared. One of the most enthusiastic advocates of *Realien* teaching that I met, Professor Heim of the *Viktoriaschule*, Darmstadt, told me how Professor Wendt had set about making his collection as complete and representative as he could. He first drew up a provisional catalogue, and sent 150 copies to modern language teachers in different parts of Germany and in England, requesting them to make such additions as they thought desirable. Then, with his catalogue thus enlarged, he went to England and called on all the best publishers, who naturally found it in their interest to send the desired specimens to the Hamburg exhibition gratis, or for a nominal figure. When I heard this, and saw the catalogue, I understood better how German teachers of English seemed so well acquainted with our leading periodicals, and were so well provided with good illustrations of English *Realien*.

Professor Heim kindly let me see his method of dealing with these. At one lesson, with the help of pictures drawn

by some of their number, the students gave descriptions (in English) of English houses and fireplaces. The Professor then read amusing extracts from what he called the first English book of Realien, viz.: Comenius' *Janua linguarum reserata*, from time to time putting questions and giving explanations. At the end of that lesson, he recommended to the use of the students the "most recent book on English Realien," viz.: Dr Kron's *Little Londoner*[1], which had just appeared.

On another occasion he showed the class different English coins, asking various questions about their value, appearance, etc. The difference between the old and new "pennies" led to the description of Britannia and the Union Jack, and the different flags that had been united to form the latter. Questions were asked, in this connection, about the dates of the union of England with Ireland and Scotland respectively. The continuation of this lesson, dealing with nursery rhymes and conundrums, was very pleasing, but does not come strictly under the head of *Realien*. The students were interested and animated throughout. At the close of the lesson, Professor Heim asked me to read a few lines (1) as a London cockney would read, (2) as a Scotch person would.

Still more instructive was a lesson he gave the students on how to teach a reading lesson with blackboard illustration. The passage chosen was from Dr Deutschbein's *Englische Konversationsschule*[2]. It described house-hunting in London. As the students read, Professor Heim drew a rough diagram on the board, showing the position of the different streets and buildings mentioned in the course of the narrative. To let the students see what an English policeman was like, he made use of a Jubilee periodical showing the policeman as he was at the beginning of Victoria's reign (from *Punch*), and as he is now.

[1] Karlsruhe. Bielefeld, 1897.
[2] Cöthen. Otto Schulze, 1895.

In an edition of Dickens' *Christmas Carol*, which he has published, Professor Heim has introduced illustrations of such things as a hansom cab, a plum-pudding, etc. Space would fail me to tell of all the means he adopts to obtain illustrations of *Realien*. Like many others I met, he makes a point of always looking at the *Graphic* and other English periodicals, procuring a copy whenever it contains anything useful for his teaching. He showed me many drawings his students had made, including, besides the houses and fireplaces mentioned above, Tower Bridge and the Vale of the White Horse, the latter illustrating "Tom Brown." A large portfolio of pictures for school use contained no less than sixteen English scenes, such as, the County of Cambridge, an English Village, a Scotch Inn, a Farm near Guildford, the Isle of Wight.

In the course of last Summer (1897) it was natural that the Queen's Jubilee should excite a great deal of attention, and be largely turned to account for school purposes. Current events occupy a prominent place in this sort of teaching. But these again are frequently associated with general customs and with past history. The most interesting book on the subject I have read is *Drei weitere Jahre Erfahrungen mit der imitativen Methode*[1], by Dr Klinghardt, who strongly recommends the reading of good English novels as one of the best means of teaching English *Realien*. Modern English novels and tales are much more frequently read in schools now than formerly. Mrs Ewing's stories are favourites in girls' schools, and are very suitable in this respect, with their charming sketches of military and country life. Dickens is a still greater favourite, and is very much read, both in boys' and girls' schools.

Of all French authors, Daudet is perhaps most widely read and appreciated. Erckmann-Chatrian, Mérimée, Souvestre, Bruno, Theuriet, Sandeau, Scribe and Coppée occur also very often in the school programmes. The great classics are still

[1] See Bibliography, p. 69.

extensively read in the higher forms, but more attention is being paid to 19th century writers than formerly.

At the last *Neuphilologentag*, a committee was appointed to draw up a "canon" of French and English authors suitable for school use. The texts must satisfy the highest hygienic requirements in the matter of paper, print, etc., the authors in question must exercise an absolutely sound moral influence on the pupils, the language must be correct and suitable. But, in the conditions laid down for the choice of school authors and texts, by far the greatest stress is laid on their usefulness for teaching the *Realien*. They must afford insight into the history and civilization, the public and private life, and the distinctive genius of the nation in question. The pupils' school-reading should make them acquainted, not only with the most famous men, but also with all the "best and noblest productions of the nation, in literature and art, in trade and industry; its most notable achievements in peace and war, in political and social life."

The canon drawn up on these principles will be submitted at the *Neuphilologentag*[1] this year (1898). It will be scanned with great interest by German teachers, and ought to be very suggestive to French and English teachers also.

Even such a short account of *Realien* teaching as the present would not be complete, without reference to the international school correspondence which has been so much talked of lately, even in England. It has, indeed, other objects, besides the spread of international knowledge and sympathy, but that is one of its strongest recommendations. A circular letter was issued by the committee of the Saxon Modern Language Association on the 29th May, 1897, drawing attention to their central bureau for establishing international correspondence between the students of German, French and English. After explaining the method of carrying on the correspondence,

[1] To be held in Whitsuntide at Vienna.

and the special advantage to the pupils, the letter goes on to say, "Not only would the cause of modern language teaching be materially advanced thereby, but also the cause of our common civilization. The more the political press is, unfortunately, too often disposed to emphasize what separates the nations, so much the more necessary is it to establish a counterpoise in the interest of peaceful development." Such a counterpoise would, it is believed, be found in extensive international intercourse and correspondence among *Neuphilologen*, which the scheme in question would do much to foster.

Saxony is one of the most active centres for propagating international correspondence, owing to the energy and enthusiasm of Dr K. A. Martin Hartmann, modern language teacher at the *Königliches Gymnasium*, Leipzig. About sixty pupils of the school take an active part in the international correspondence, only the better pupils of each class being encouraged to do so; but the others get the benefit of the French talk on the letters received, and of the preparation for the writing of the answers. The following summary of part of a lesson I heard Dr Hartmann give to *Untertertia* will show how the correspondence is treated in class. There were thirty-six pupils in all; of these seventeen were corresponding with schoolboys in different towns in France. At the beginning of the lesson Dr Hartmann put questions on what the French boys had spoken about in their letters—the towns they lived in, the schools they attended, etc.

Later on in the same lesson a boy was asked to describe the preliminaries to writing a letter. This was done almost in the words of the corresponding "Gouin" series. (Like many other thoughtful German teachers, Dr Hartmann is a qualified believer in Gouin[1].) Then the boys were led to suggest different formulæ for the beginning and end of a French letter, after which an actual letter was composed by

[1] Cf. Chapter V.

the class, the teacher from time to time making suggestions. The Whitsuntide holidays were just then commencing—"*encore quatre leçons, et nous serons libres*"—which naturally led to the comparison of French and German holidays, and the enumeration of the four vacations—*les vacances de Pâques, de Pentecôte, de la Saint-Michel, de Noël.* Then Dr Hartmann proposed that they should describe a holiday trip, say to Dresden. It happened that one of the boys was actually going to Dresden during the vacation. Accordingly a description of Dresden, "*la capitale de la Saxe*," was given—*les musées, la galerie de tableaux, le grand jardin, les églises, la gare,* etc. No word of German was spoken throughout. Dr Hartmann himself is an admirable French Scholar.

The French boys write in German, and the German boys in French, the letters being sent back corrected. At stated intervals, however, the boys write in their own language, to give their correspondents model letters, so to speak. The French and German teachers are mutually responsible for the corrections and the model letters. All the letters pass through their hands. Dr Hartmann allowed that it entails a great deal of extra labour, but said it is of great benefit and interest to the teacher himself, apart from the good it does the boys to be brought thus into personal relations with the schoolboys of other nations.

Teachers wishing to have German correspondents for their pupils could not do better than apply to Prof. Dr K. A. Martin Hartmann (Leipzig-Gohlis, Wiesenstrasse 2).

CHAPTER V.

THE GOUIN SYSTEM IN GERMANY. THE 'METHODE HAEUSSER.'—THE BERLITZ METHOD. THE JENA SCHOOL.

GERMAN teachers sometimes asked me whether the Gouin system were not our form of the New Method in England. In spite of its over-elaboration in detail, the 'series' method has, indeed, much in common with the German teaching, and the Germans have paid considerable attention to it. I sometimes could trace its influence on the teaching of those who had made a study of it.

I only saw one so-called 'Series' lesson given all the time I was in Germany, and even that was handled with considerable freedom: it is the principles, rather than the detailed working out of the system, that excite the interest of educationists. Dr von Sallwürk (*Geheimer Oberschulrat*[1]), who has raised the modern language teaching in the Grand Duchy of Baden to a very high level, was deeply interested in M. Gouin's book, and encourages the Baden teachers to make a practical study of the method. Gouin lessons are also given at the Twelfth *Realschule* in Berlin, and, in Hamburg, several teachers have studied the system, and apply it more or less in their teaching.

[1] Chief Government inspector of secondary schools.

Even among those who frankly avow their interest in it, and admit the soundness of the principles on which it is based, few or none have adopted it entirely. They find the hard and fast rules of application to be somewhat cramping, and some of the series unsuitable. They very strongly approve of the prominence given to the verb, however, and also praise the many ingenious grammatical devices. The principle of grouping series of actions is thoroughly recognized in Germany, but had often been adopted independently of Gouin, though not to the same extent. Action and gesture are used instinctively by most good teachers of the young, but I think they were used more, and with better effect, by those who had made a special study of this system. It is, however, an essential feature of the German method, to associate words as much as possible with things and actions instead of equivalent words. What the Germans really most object to in the 'Gouin' method is its absolute exclusion of objects and pictures. The rule with them is to make the children speak *first* about actual objects before their eyes—the schoolroom, its furniture, themselves and their belongings; *then* about objects represented in pictures or recalled from their daily experience. Pictures are used at all stages to help the pupils to realize what they have never seen. The German practice is thus entirely opposed to the *exclusive* appeal to the pupils' imagination, cf. their extensive use of plans, maps, pictures, portraits, etc., wherever these are available, to illustrate even the higher teaching about *Land und Leute* (country and people).

There is one point, however, on which I am inclined to think even the admirers of the Gouin system in Germany do not do it full justice. Great stress is laid by Mr Swan on the importance of not "changing the picture" in the objective part of a Gouin lesson, although it may and should be changed often in dealing with the subjective language (exclamations, expressions of pleasure, admiration, and the

like). This rule seems to me to rest on a thoroughly sound psychological basis, and yet it was constantly violated in the one 'Series' lesson I heard in Germany. It was in other respects an exceedingly good lesson. The teacher was an accomplished English scholar, who had studied "Gouin" in England. The class consisted of *Seminar* students. They were told to suppose they were going to visit at an English house. They had to describe the garden, the house, the door, the maid, the hall, etc. The girls began with some zest, in the dramatic way young people of all ages enjoy, then some alternative would be suggested at every turn, and the interest visibly flagged. Now the house in question was a pretty cottage, again it was a villa or mansion, first the door was furnished with a knocker, then with a bell, the maid was Susan, or Jane or Mary, and so on. The result on myself was a certain amount of mental confusion, although in other respects the lesson was a charming one. Dr Kron's admirable little books *Le Petit Parisien*[1] and *The Little Londoner* also give a variety of alternatives: this is an advantage for the teacher and the adult student, but almost precludes their being available as class-books, except in the hands of an exceptionally skilful teacher. Dr Kron's book on the Gouin system is excellent[2]. He has also taken part in the working out of another method that took its rise in Germany quite recently (1889–93) and which is highly praised, viz. the *Methode Haeusser*. Little need be said of it here, as it is intended for private study (*Selbstunterricht*): it is considered the best plan yet devised for learning a language without a master. Three of its most prominent characteristics are:

(1) Careful figuring of the pronunciation, by means of the ordinary German alphabet, with the addition of a few signs.

(2) Numerous dialogues on each reading lesson.

[1] Karlsruhe. Bielefeld, 1897 (3rd Ed.).

[2] *Die Methode Gouin.* Von Dr R. Kron. Marburg, Elwert, 1896.

(3) The importance attached to the repetition of each question before the answer is given.

The drawbacks to the *Methode Haeusser* are those attendant, of necessity, on every method of self-instruction. Pronunciation cannot be properly taught from a book alone: useful as phonetic symbols are, they can never be an adequate substitute for the living voice of the teacher. Moreover, no system of this kind can help violating one of the elementary laws of language teaching, viz. First the ear, then the eye.

The *Methode Haeusser*, however, like the Gouin method, has many points in its favour and much in common with other new methods. It, too, deals with the things of everyday life. It treats each reading lesson analytically. It dispenses with translation as much as possible, and by judicious repetition, with variations, makes sure that the conscientious student will really master all difficulties. I believe that, with a very few pronunciation lessons to start with, a propaedeutic course in fact, any earnest, intelligent student could really learn a language well on this system, especially if he associated with himself one or two fellow-students. The *Methode Haeusser* is an improvement on the *Toussaint-Langenscheidt* Method, which was considered the best and most conscientious system of the kind before.

The Berlitz Schools of Modern Languages are far more numerous in Germany than in all the rest of Europe; there are rather more than in America even, where the system took its rise, founded in 1878 by the German American, Mr Berlitz. Its chief head-quarters in Germany are at Berlin, and it is there alone that teachers are allowed to visit the classes gratis[1]. The schools are all private, and the number in any class does not exceed eight. This method was originally

[1] I mention this because the preface to the Berlitz text-books is misleading. I applied for permission to visit the school at Frankfort on the Main, and found that the only way open to me of obtaining insight into the teaching was to take lessons myself.

intended for adults, but some of the text-books have been adapted for younger pupils.

In its principles and practice the Berlitz school also coincides in many respects with the *Reform*. Its distinctive feature is the absolute exclusion of the pupils' mother tongue, even from the very beginning. This seems to involve loss of time, and a certain amount of unnecessary confusion. The pupil remains for some time in uncertainty regarding the exact meaning of words and sentences, and is also liable to misunderstand grammatical inflections. Most advocates of the new method insist only on using the pupil's mother tongue *as little as possible*.

Like the *Methode Haeusser*, too, though not to the same extent, the Berlitz method seems to fall short of the phonetic method in the matter of pronunciation. No attempt is made to show the pupil how to pronounce: he is expected to "pick up" the pronunciation, in time, with constant practice. This mistake seems all the more serious, because the system is primarily intended for adults, whose speech-organs have lost their flexibility.

In other respects the Berlitz Method systematically follows the principles of the new method. It is entirely opposed to translation and to mere word-teaching. Constant use is made of question and answer. The first eight lessons are purely oral. The pupils learn exclusively by imitation. The reading lesson is treated in a way very similar to that described in Chapter I., the teacher always reading first, putting questions on the passage read, and explaining new words by introducing them into a familiar setting. The exercises take the form of answering or putting questions on the reading lessons, rewriting a passage with change of person or tense, and similar variations.

The so-called Jena School resembles the Berlitz Method in absolutely excluding the use of the pupil's own language. Here also, it seemed to me, that even in the hands of an able teacher a

little time is wasted, and the pupils remain needlessly uncertain of the meaning of words and sentences used. There is no doubt, however, that the pupil's interest is stimulated by finding himself constantly compelled to understand and answer in the foreign language. I will try and give a summary of Herr Oberlehrer Lehmensick's excellent course of lessons to the students of the Jena holiday course. His pupils were almost all adults, and of different nationalities.

A map of Jena and its neighbourhood was placed before the class. With the help of the map the teacher described Jena and its surroundings in short sentences, which were reproduced by the pupils in answer to questions. Words were written on the blackboard from time to time, but always after they had been pronounced. A printed description of Jena was next put into the pupils' hands, and they were asked to read it, first to themselves, then aloud. The papers being laid aside, an oral description of Jena was given, with the help of suggestions and questions on the part of the teacher. Finally the latter put questions orally, which the pupils answered in writing. They then read and corrected their answers in class, and wrote them out again at home.

The same lesson was continued on the following day. Meanwhile the class had taken a walk in the neighbourhood of Jena with their teacher to see and talk about Jena and its neighbourhood. Similar walks took place in connection with the lessons that followed, on the Battle of Jena, Schiller in Jena, the *Song of the Bell*, the *Erlkönig*, and *Luther in Jena*. Alongside of the reading-lessons, there were grammar lessons on the use of the prepositions, etc. Special practice was given in the use of verbs with the help of interesting little books by J. Egli[1], in which series of actions are represented by a succession of pictures. In dealing with these, and also with

[1] *Bildersaal für den Sprachenunterricht.* Von G. Egli. Heft VII. *Aufsätze für den Unterricht in der Muttersprache*, Zürich, Art. Institut Orell Füssli.

the reading-lessons, considerable interest and vividness were added by the frequent injunction to make the different characters speak for themselves. Thus, in the imaginary account of the events on which the story of the Erlkönig was based, the father and mother, the boy himself, the physician and the innkeeper were all made to speak in their own persons.

Particularly interesting were the lessons on Schiller's *Song of the Bell.* A few general remarks on the poem were followed by the teacher's description of Schiller's visit to the bell foundry, and of what he would see there. An accurate account of the various processes was accompanied by the drawing of a rough diagram on the board illustrating each. Then Schiller's other sources of information were discussed.

The leading thought of the poem was brought out by reference to the motto, taken from the inscription on the bell in the Strassburg Cathedral—*Vivos voco, mortuos plango, fulgura frango.* This "Introduction" was subsequently treated as a reading-lesson, and two extracts from the *Song of the Bell* were taught most skilfully. All figures and metaphors were explained by reference to their literal, physical meaning, the illustrations given being of the most simple and concrete kind.

The following is a good example of Herr Lehmensick's way of explaining an unknown expression. It occurred in one of the grammar lessons. One of the students did not understand *Die Soldaten handelten dem Befehl entgegen.* Among other illustrations of disobedience to commands, Herr Lehmensick wiped the blackboard, when a lady student told him not to, and got a student to pick up a piece of paper he had told him to leave on the floor, saying on each occasion, *Ich handle—Sie handeln—dem Befehl entgegen.* This explanation took up a good deal of time, but certainly tended to enliven the lesson.

In teaching the pronunciation, Herr Lehmensick made use of an ingenious table indicating the position of the mouth in producing the vowel sounds. A small circle represented the *u*

sound, a larger the open *o* sound, a figure resembling a wide open mouth the *a* sound, etc.

I subsequently saw somewhat similar lessons given at the *Höhere Mädchenschule* at Eisenach, where the teaching is conducted on the Herbartian principles so ably advocated by Professor Rein. These principles have, however, been more fully worked out with reference to the mother tongue, history and literature. As far as I could judge, there is no substantial difference between the teaching of modern languages on this plan, and the method advocated by the *Reform*. Due importance is everywhere given to the rousing of interest in the pupils, and stimulating the desire for more knowledge.

Opinions are divided as to the advisability of introducing the *fünf formale Stufen* of the Herbart-Ziller school into the foreign language teaching. Even those who taught on that system told me that it was a little difficult always to take the several steps in the required order, i.e.

Preparation for the lesson.
Actual teaching of the lesson.
Connecting it with other lessons.
Grammar teaching.
Application, in the form of exercises.

It seems almost a pity to cramp modern language teaching by laying down hard and fast lines. I also cannot but think that it would be a still greater mistake to force any close, immediate connection between the modern language lessons and the other lessons going on in the school at the same time. But anything like dogmatic criticism would be ill-timed and out of place here; Professor Rein himself informed me that the teaching of foreign languages has not yet been fully worked into his scheme, which primarily affects the teaching in the *Volksschule.*

CHAPTER VI.

THE PRUSSIAN 'LEHRPLÄNE.' GERMAN SCHOOL PROGRAMMES. EXAMINATIONS.

An official memorial on the "historical development of the revision of the curricula and examinational regulations for secondary schools" (1892) opens with the following words:—

"The present organization of our secondary schools is based on the curricula and examinational regulations as introduced by the circular enactments of the 31st March and 27th May, 1882. Albeit many of the well-grounded claims of the experts (*Fachmänner*) were satisfied on the occasion of the revision that then took place, nevertheless a movement sprang up, in the years immediately following, with reference to the system of secondary education. Starting from the alleged overwork of the pupils at our secondary schools, it spread more and more, until it gradually called in question the foundations of the traditional organization in this department. All that was claimed at first was a relaxation of the mental strain in school and at home, in favour of the physical development of the rising generation, and a greater amount of bodily exercise, as also a greater attention to considerations of health. Very soon, however, other questions came to the front, viz., the establishment of a uniform secondary school (*höhere Einheitsschule*), a uniform non-Latin

basis for all kinds of secondary schools, the remodelling of the curriculum of the *Gymnasien*, the granting of equal privileges to *Realgymnasien* as to *Gymnasien* regarding admission to University studies, the readjustment of the system of rights and privileges generally; also, farther, the method of teaching, the theoretical and practical training of teachers, and their external status. People did not confine themselves to negative criticism, but went on to make positive suggestions, which, as early as the year 1888, were reckoned at 344, and have since considerably increased in number."

The memorial proceeds to discuss the claims that have been met, and the reason why others could not be conceded. It is but fair, however, to mention with reference to the foregoing statements, that Professor Vietor's pamphlet of 1882, which gave the active impulse to the whole movement referred to above, while nominally a "contribution to the question of an overburdened curriculum" (*Überbürdungsfrage*), most emphatically called for reform in the method of teaching, advocated the non-Latin basis of all secondary instruction, etc., and cannot therefore truly be said to have claimed only relaxation of overstrain and increase of physical exercise. It would be more correct to say that the movement spread from a small body of enlightened men to the educational world at large.

It is not my duty here to enter into the relative merits of the various questions discussed in the memorial. In the revision of the curricula that took place in 1891, and came into force in 1892, the following points have been conceded:—

(1) Additional privileges are granted to the *Realgymnasien* and *Oberrealschulen* regarding admission to the universities.

(2) The *Musterschule*, a *Realgymnasium* at Frankfort on the Main, has been permitted to make a trial with the non-Latin (i.e. French) basis of foreign language teaching.

(3) An alternative curriculum for the *Realschule* has been

introduced, giving more time to German than the first six years of the *Oberrealschule.*

(4) The number of lessons per week at the *Gymnasien*, *Realgymnasien* and *Oberrealschulen* has been reduced by 16, 21 and 18, respectively. Also there are 9 additional hours for gymnastics at all these schools, and special attention is paid to health.

(5) The amount of matter to be committed to memory has been greatly diminished.

(6) More German and drawing are taught at the *Gymnasien*, and English is taken up as an optional subject in the three highest classes. Less time is given to Latin, both at *Gymnasien* and *Realgymnasien.*

(7) Practical knowledge is now considered the main object in modern language teaching. This aim is to be kept in view in the training of modern language teachers, and their residence abroad is to be encouraged to the utmost.

Some farther concessions are enumerated, but these do not directly affect modern language teaching.

The *Lehrpläne* of 1892 for boys' schools were followed, in 1894, by similar *Bestimmungen* for girls' schools.

These make one very serious retrograde step in lowering the age at which girls finish their regular school course from sixteen to fifteen. This seems wholly unjustifiable, not only in the eyes of English teachers, but also in the eyes of every German teacher I talked with on the subject. As a matter of fact, however, thanks to a provision permitting already established schools to retain their ten years' course, most secondary girls' schools in Prussia, as in the rest of Germany, do actually keep their pupils "from six to sixteen."

In other respects these *Bestimmungen* are well drawn up, and are, in the main, progressive. I will quote a few of the regulations concerning the teaching of French and English.

"GENERAL AIM OF BOTH FOREIGN LANGUAGES.

"The direct object of instruction in foreign languages is to enable the pupils to understand fairly easy French and English authors, and to comprehend spoken English and French, also to use with a certain amount of fluency the simple forms of daily intercourse both orally and in writing. Its indirect object is to open up to the pupils' minds, as far as possible, the culture and civilization, the life and customs of both foreign nations.

LEHRAUFGABE (Pensum).

"French. Middle School (VI.—IV.).

"The first aim is the acquisition of a correct pronunciation by careful systematic practice of the foreign sounds, primarily in a short preparatory (propaedeutic) course (4—6 weeks), excluding theoretical rules on sound-formation and pronunciation and so-called phonetic transcription (*Lautschrift*). It is always the sound and not the written symbol that must be made the basis of these lessons in pronunciation. * * *

"The knowledge of the regular accidence, of the auxiliary verbs and the simple order of words in a sentence is to be gradually acquired in connection with a reading and lesson-book (*Lese- und Lehrbuch*) which from the first makes reading the centre of instruction, and admits of elementary grammatical knowledge, a small, available vocabulary, as well as oral and written exercises, being based on the reading lessons as far as possible. * * *

"The conversational practice on which stress is to be laid from the very first day, is to be carried on partly in connection with the reading lessons, partly with concrete objects, events of school life, and pictures of scenes from daily life, not overladen with subject-matter. So-called *Questionnaires* are not to be commended.

* * * * * * *

"Weekly dictation of short French passages already learnt or gone over, to practise the ear and associate the sound with its traditional symbol.

* * * * * * *

(2) Upper School. (III.—I.)

"Reading and grammar are treated separately but grammar must always be the handmaid[1]. * * * The history, novels and poetry of the 19th century are the most suitable literature. * * * Grammar is everywhere to be restricted to the essential and normal, and treated inductively.

* * * * * * *

"Continued dictation of easy French passages, gradually also of such as are new to the pupils. Oral and written transformations (*Umbildungen*) of given French passages becoming gradually freer, simple letters, oral reproductions into French.

* * * * * * *

"No lesson, that is not entirely devoted to written work, should pass without French conversation; only grammar is to be taught everywhere in the German language. The grammatical terminology should be as much as possible identical for German, French and English."

* * * * * * *

English is begun three years later than French in the Secondary girls' schools in Prussia. The detailed instructions laid down are similar in character to those for French.

A few general remarks on method follow, revealing the importance attached to the teacher's pronunciation, phonetic training, and power of expressing himself in the foreign tongue.

"Instruction in French and English according to the principles indicated above requires a teacher who can use the language with the utmost ease and precision. * * * The most difficult part of the teaching falls in the first year; what is

[1] *bleibt die Dienerin.*

neglected then can hardly ever be made good. The teacher himself must be so well trained phonetically as to be able independently to discover and apply the help that must be given to a child when first learning to pronounce foreign sounds and sound-combinations. * * * In the lower classes systematic drill in articulation is to be commended, including the uttering and singing in chorus of individual sounds and sound-combinations. * * * In estimating a pupil's work, faults of pronunciation are to be put on a par with faults of spelling and grammar in the written exercises.

* * * * * * *

"The more pupils are accustomed from the very beginning to the thought that French and English are to be learned less from book than from the mouth of the teacher, the more quickly will intercourse between teacher and pupils in the foreign language be attainable, and the pupils' shyness of expressing themselves in the foreign tongue disappear."

The above quotations show to what extent the Prussian educational ministry has already adopted the views of the reformers. There seems every reason to believe that in due time teachers will be given a free hand to use their phonetic knowledge as they see fit, that translation will be still farther discouraged, and the examinations in the boys' schools adapted to the new requirements.

In addition to the regulations issued by the Government, a detailed syllabus of work is printed in every school programme. The instructions are very minute, as will be seen by the following extracts from the programme of the *Dorotheenschule* in Berlin, stating the French work to be got through in a given year (1896—97) in Classes VI. and II.

"Class VI. five lessons. Drill in pronunciation with sample words, according to Bierbaum's Pronunciation tables. Conversation in short sentences on school and home, partly with the help of pictures. In connection with these, demonstration (*Darstellung*) and drill (*Einübung*) in the simplest grammatical

forms: present, imperative, past indefinite, imperfect, and past definite of *avoir*, *être* and *donner*, in affirmative, interrogative, negative and negative-interrogative form. Declension of substantives and the formation of the plural, agreement and comparison of adjectives; personal, possessive, interrogative and demonstrative pronouns; numerals up to 20. Committing to memory and singing short poems and children's songs. An exercise to be corrected weekly.

"Class-book: Bierbaum, *Lehrbuch der französischen Sprache.* Part I.

* * * * * * *

"Class II. four lessons. Continued practice in irregular verbs, syntax of pronouns and adverbs according to Bierbaum, III. Conversation on the reading-lessons about Paris, in the class-book, and on the other reading-lessons. Practice in narration. Poems from *Gropp und Hausknecht.* Reading-books: in Summer, Daudet, *La belle Nivernaise*; in Winter, Theuriet, *La Princesse Verte.* An exercise or dictation once a week; easy letters from Ritter: *Anleitung zur Abfassung französischer Briefe.*"

Besides a great deal of miscellaneous information and detail, varying to some extent according to the school, every programme contains a full syllabus of work for each class in each subject, the weekly number of lessons in each, the books used, and the respective teachers. An extensive interchange of programmes goes on between the different schools; at Easter, the beginning of the German school-year, I sometimes saw numerous programmes from other schools in the Head Masters' or teachers' rooms. They are issued by all state and municipal schools and also by most private schools. We have nothing corresponding to them in England, as they have little in common with the ordinary school prospectus. They are valuable documents for the study of Secondary Education in Germany. The heads of schools willingly give copies of their school programmes to visitors, and I found the concise,

tabulated information they contained very useful for the purposes of my inquiry.

Most German examinations are oral as well as written. In girls' schools they have been practically abolished. The pupils are moved up or "remain sitting," according to the decision of the staff, with or without a formal examination by the Head Master, or by the class teachers in his presence. In all cases, even where examinations are held, it is the year's work that counts most. Comparatively few are left behind.

There are two very important examinations at secondary boys' schools, viz.: the *Reifeprüfung* and the *Abschlussprüfung*. The *Reifeprüfung* (*Maturitätsprüfung* or *Abiturientenprüfung*) takes place at the end of a nine years' course in a *Gymnasium*, *Realgymnasium* or *Oberrealschule*, and, among many other privileges, entitles the successful candidate to enter the University. The *Abschlussprüfung* is held at the end of a six years' course at a *Realschule*, *Progymnasium* or *Realprogymnasium*[1]. It entitles the successful candidate to a single year's military service instead of two, besides admitting him to subordinate appointments in the civil service.

The requirements for modern languages naturally vary according to the kind of school in connection with which the examination is held. The work set is not difficult, as a rule, but the standard is high. I saw some written translations into French and English done at the *Abschlussprüfung* of a *Realschule*: the faults under each heading (*grammatische*, *orthographische*, etc.,) varied from 0 to 6, the average being about 2. At the *Gymnasien* the only written work required in modern languages is a translation from French into German, and that with the help of a dictionary! There is no oral work. The examination at the *Realgymnasien* is both written and oral, and an essay in the foreign language is required. Still more, naturally, is expected from the pupils of the *Oberrealschulen*.

[1] Also at the end of the sixth year in Prussian schools with a nine years' course.

On the whole, even in boys' schools, examinations do not affect the teaching in Germany to nearly the same extent as in England. As far as modern languages are concerned, the fact that there is generally an oral examination, as well as a written one, has really a beneficial influence on the teaching. The examination is not an aim; it is merely a test, and its results are checked by the year's work always being taken into account. In England, on the contrary, our elaborate and often irrational examination system materially interferes with the practical realization of the views of enlightened reformers.

CHAPTER VII.

THE PREPARATION OF THE MODERN LANGUAGE TEACHER IN GERMANY.

THERE are two facts that specially strike the foreigner in his intercourse with the teachers of modern languages in Germany: one is that they are nearly all Germans, the other, that they are as a rule remarkably well equipped for their work. Although I came across from one hundred to two hundred teachers, I do not remember meeting more than five foreigners among them. Of these, two had been in Germany fifteen and twenty years respectively, two were lady visiting teachers at private girls' schools, only one was employed at a public girls' school. Her Head Master, Direktor Dr Zahn (Hamburg), told me that the appointment had attracted a good deal of attention, but he was satisfied with the result of the experiment.

I believe one reason why the Germans are so unwilling to employ English teachers in their schools is because so few of those that have been thoroughly trained go abroad. Now, all German teachers, in the secondary no less than in the elementary schools, have undergone a careful, systematic training. There exists, it is true, considerable difference in training between elementary and secondary teachers, as well

as between men and women. Nevertheless, in Germany, no university man is supposed to be fit for teaching without having been trained as a teacher. A certain amount of actual teaching under proper supervision is deemed indispensable for all. Still more marked is the importance attached to *hospitieren*, as it is called, *i.e.*, the visiting of schools, and being present at lessons by experienced teachers. It forms a regular and prominent part of the German system of training.

I was not admitted to the regular men's training colleges, but I visited two *Gymnasien* with training departments (*Seminare*). These *Seminare* in connection with secondary boys' schools are a more recent and interesting institution than the regular training colleges.

I visited several women's training colleges, and heard lessons given to and by the students. By far the greater number of women's training colleges are in connection with girls' schools, the Head Master of the girls' school being at the same time head of the training college.

The Prussian regulations practically exclude all foreign teachers from Prussian state schools. The appointment of really inefficient teachers is also virtually all but impossible.

For admission to any state university every student of modern languages must produce a Certificate of matriculation (*Reifezeugnis*) gained at a *Gymnasium* or a *Realgymnasium*. The intending teacher must spend at least three years at a university. In the case of modern language teachers this regulation is relaxed a little; they are allowed to spend part of the time at other colleges in Germany or abroad where modern language lectures are held. I was led to understand that, as a matter of fact, most *Neuphilologen* spend from four to five years on their university training.

While at the university all must study philosophy, pedagogy, German language and literature. Religious knowledge is also included among the general subjects. In addition to

these, each student aiming at the *Oberlehrerzeugnis*[1] must take up two subjects as *Hauptfächer*, and two as *Nebenfächer*. The *Hauptfächer*, or chief subjects, must be mastered up to the standard necessary for teaching in all classes, the *Nebenfächer*, or additional subjects, to the standard required for teaching in the Middle School (*Mittelstufe*). For the simple *Lehrerzeugnis* (teacher's certificate) an equal number of subjects are required, but the standard is not so high.

Any student taking French or English as one of his *Hauptfächer* must take Latin as one of his *Nebenfächer*, but only up to the standard necessary for the Lower School (*Unterstufe*). As a rule, modern language teachers in Germany teach both French and English, therefore these would usually constitute their *Hauptfächer* at a university, although I believe it is not unusual to combine German and English.

The requirements for the highest stage (*Oberstufe*), both of French and English, include, in addition to all-round theoretical knowledge of the language and literature, idiomatic, colloquial familiarity with the language. Nothing perhaps would surprise the average Englishman more than the stress laid by the Germans on the oral and practical side of language learning and teaching. For the lower and middle stages of French, and the middle stage of English, correctness of pronunciation and fluency in speaking the language are indispensable. Not only are these expressly stated in the regulations, but there is an after-note to the following effect:—

"To obtain complete teaching qualifications a thorough knowledge of the current language, sure mastery of it for use in writing and speaking, and a certain amount of personal acquaintance with its literature are of paramount importance. Success in modern language teaching depends upon strict adherence to these requirements, which practically secure it; whereas success in teaching would be seriously impaired, if the

[1] The certificate of an *Oberlehrer* or "upper teacher."

evidence of knowledge concerning the historical development of the language should be in any way accepted as an equivalent for the mastery of the current language."

When a student has successfully passed his teacher's examination (*Staatsexamen*), after four or five years of university training, two or three years more must elapse before he is considered in a position to receive a permanent appointment as teacher. He must spend two years on his professional training, a *Seminarjahr* and a *Probejahr*. The word *Seminar* is a little misleading, as it is applied to three distinct kinds of institutions:

(1) In its ordinary acceptation it is equivalent to our training college, whether for men or women.

(2) It is applied to the training department in connection with a secondary boys' school.

(3) The *Seminar* attached to a university is intended for the encouragement of independent, practical research on the part of the more advanced students.

This university *Seminar* has nothing to do with the students' professional training: they attend it before passing their *Oberlehrerprüfung* (*Staatsexamen*). By the kindness of Professor A. Brandl, I was permitted to visit the English *Seminar* at the University of Berlin. It was crowded with students, who were at the time studying Old English Ballads, with scholarly thoroughness, under the able, sympathetic guidance of the Professor.

It is the second kind of *Seminar* that is most important from a professional point of view. It was instituted in Prussia as recently as 1890. There are 32 of these "*pädagogische Seminare*" in connection with different *Gymnasien* and *Real-gymnasien* throughout the kingdom. In Hesse there are two excellent institutions of the kind, one at the *Gymnasium* in Giessen, and one at the *Neues Gymnasium* in Darmstadt. I enjoyed the valued privilege of hearing modern language lessons at both those schools given in the presence of several

Seminaristen. Herr Nodnagel, the Direktor of the *Neues Gymnasium* in Darmstadt, himself a most able teacher, was kind enough to give me some details of his method of dealing with the *Seminaristen.* He devotes two afternoons a week to them, giving them lectures, or discussing educational questions with them. He guides them in their reading, and by getting different students to read up and discuss different subjects, enables the *Seminar*, as a whole, to go over a larger field of educational investigation than would otherwise be possible. Each *Seminarist* has to give in one elaborate educational treatise, the Direktor, if necessary, suggesting the subject to be treated and the books to be read. In this way some really valuable work is sometimes done. Of special methods, German and geography are always taken up, these being looked upon as the most fundamental school subjects. Other special methods are discussed if there is time. Meanwhile the *Seminaristen* attend the lessons of the specialist teachers, who explain their methods and point out illustrations of important pedagogical principles occurring in the lessons. Finally, Criticism Lessons (*Probelektionen*) are given in the presence of the Head Master, the regular teacher, other members of the staff and the rest of the *Seminaristen.* The lesson is fully discussed subsequently, all present being invited to speak, and the Head Master summing up.

Professor Lenz, modern language teacher at the above *Gymnasium*, very kindly allowed me to be present at his private talk with the *Seminaristen* after giving a lesson in their presence. He drew attention to what he considered the important points of the lesson, and emphasized one or two principles of method. At some schools the *Seminaristen* are encouraged to criticize the regular teacher, but I do not think this is done habitually.

The number of students admitted to one school is strictly limited. There were not more than four present at any of the lessons I heard. The number fixed by the Prussian regulations

is a yearly average of six. Students are admitted to these *Seminare* at Easter and Michaelmas, but it is not considered advisable to admit two sets of students in the same year to the same school, as that greatly increases the labour of the Head Master and the other members of the staff concerned. The *Seminaristen* are expected to be present at school examinations, teachers' conferences, school excursions, and generally to take part in the common life of the place.

During the *Probejahr* the teachers in training must give from eight to ten lessons a week, and may give as many as twenty. In the latter case, they receive a small salary. They are now in a more responsible position, but they still attend the lessons of other teachers, and continue to be more or less under supervision. There must not be more than two or three at the same establishment.

This *Probejahr*, which is really a second, less important, *Seminarjahr*, is considered by many to be superfluous and burdensome, especially as the year of military service also falls about the same time. A German youth is generally eighteen or nineteen years of age on leaving school. Four or five years at the University, two years' training and one year's military service bring his age up to about twenty-six, before he can begin his life's work. This is undoubtedly vastly preferable to the opposite extreme, but many feel that the *Probejahr* might be dropped altogether, or spent in a manner that would be more profitable to the teacher himself. He might be allowed to do regular paid work in Germany or abroad, before being definitely appointed to a permanent post.

At the present time some of the foremost educationalists are strongly advocating various reforms in the training of teachers. Full information on the subject will be found in *Die Neueren Sprachen* IV. 2, 3, 4 (May to July, 1896). I will only mention a few of the points that have been brought most prominently under my notice.

Whereas the older English Universities and the Scotch

Universities have as yet no regular chairs for modern languages, in all the best German Universities there is a fully qualified professor for each language, and a *Lektor*, i.e. a native Frenchman or Englishman who lectures to the students in the foreign language[1]. Nevertheless, there is an agitation now going on to have a second fully qualified professor for each language[2], while retaining the *Lektor*.

Another important point is the demand for increased facilities to study the foreign language and customs abroad. The student should not only be allowed to take part of his university course abroad, and spend his *Probejahr* at a foreign school, but, wherever necessary, he should have pecuniary aid enabling him to do so. At intervals of not more than five years, modern language teachers should have leave of absence to revisit foreign countries and so renew their familiarity with the language and life, not only not forfeiting their salary meanwhile, but receiving a travelling scholarship (*Reisestipendium*) for the purpose.

Yet, in that respect also, the Germans are considerably ahead of us. Whereas in England there are few Travelling Scholarships except from private donors, as in the case of the Gilchrist Trust, the German Governments and municipalities set aside so much a year for this purpose: I understand that Prussia, Saxony and the Grand Duchy of Baden have been foremost in assigning Travelling Scholarships or bursaries. Prussia gives from three to six per annum. Nor is that all. Small bursaries are sometimes given to enable teachers to attend Holiday Courses. There are several such held in Germany every year. I attended two of these *Ferienkurse*

[1] There are regular professors in Wales, London, and the Victoria University, but in Cambridge and Scotland the Modern Language professors, though fully qualified, are called "lecturers" and have not the status and salary of other professors.

[2] Not merely a lecturer recognized by the University or *Privatdozent*, as in some Universities at present.

last Summer, one at Marburg (four weeks) and one at Jena (three weeks). At Marburg[1] we had courses of lectures, in French and German, on Phonetics, Literature, Philosophy, Pedagogy, &c., most of them exceedingly good and interesting. We had as lecturers Professors Vietor, Koschwitz, Rousselot, Natorp, Doctors Kühnemann and Finck, MM. Lescoeur, Mercier and Doutrepont. I cannot too warmly express my appreciation of the excellence of the lectures given by Professors Vietor and Rousselot, Dr Kühnemann and M. Mercier, and several of the other lecturers were no less appreciated by those who heard them. We had also elocution and pronunciation lessons with private help for those who wished it. There were German *Gruppen* and French *Cercles*, which met two or three times a week for practice in conversation. These were as pleasant socially as they were linguistically beneficial. It is less than the truth to say that for my own part, I learnt more in that one month, than in three ordinary months of foreign travel or residence abroad. This was undoubtedly due in great measure to the admirably conducted social intercourse, but also, and perhaps still more, to the phonetic teaching by first-rate *Phonetiker*. This leads me to another important reform advocated by the *Neuphilologen*: they wish to have a regular chair for phonetics established at every University, a reform which will naturally go hand in hand with the increased use of phonetics in language teaching.

The *Lehrerinnenprüfung* is of two grades, (1) for elementary schools, (2) for secondary schools. Till quite recently (1894), no women-teachers took part in the higher instruction in public girls' schools: their activity was restricted to general subjects in the lower classes, and sewing, drawing and drill throughout the school. Hence many teachers preferred posts

[1] The Jena course was also very good and very well managed, but I have preferred to describe the Marburg one as being more especially useful for *Neuphilologen* and not so well known in England.

in private schools. An *Oberlehrerinnenprüfung*, however, or *Wissenschaftliche Prüfung der Lehrerinnen* has been recently instituted (1894), which is being eagerly and extensively taken advantage of. All women teachers must pass the *Lehrerinnenprüfung*, and after a certain period of professional activity (in Prussia five years), they are permitted to undergo the *Oberlehrerinnenprüfung*. The latter is not unlike the *Oberlehrerprüfung*, though the subjects are fewer, two in all[1]. The Viktoria-Lyceum in Berlin is at present the most important establishment for preparing women to pass this examination. Until the *Frauengymnasium* was started by Fräulein Helene Lange, and women were admitted to the University, the Viktoria-Lyceum was the only institution in Berlin that offered women an opportunity of higher education. The curriculum was modified to meet the requirements of the *Oberlehrerinnenprüfung*, but it had been doing good work before. I spent eight hours in all at the Viktoria-Lyceum, and was amazed at the thorough and scientific nature of the work done. As I listened to a student's lecture on the French pronouns, which lasted quite an hour and a half, I was almost inclined to think they perhaps overdo the thoroughness a little. Another student gave an interesting lecture on Milton, in English, and was well criticized by the Professor, Dr Penner. The *Chanson de Roland* was read and interpreted with extraordinary accuracy of detail, each old French word being traced through all its different forms and inflections. Certainly, whatever faults might be found with that course, superficiality would not be one of them. The students, some of them middle-aged women, showed a most praiseworthy enthusiasm over their work, which surprised me under the circumstances. Many of them come to these classes, two hours every evening, after a hard day's work of teaching. Two of the very few women engaged in higher teaching in the Berlin public schools,

[1] The *Lehrerinnenprüfung* and *Ob rlehrerinnenprüfung* are together equivalent to the *Oberlehrerprüfung*.

Fräulein Pufahl (*Dorotheenschule*) and Fräulein Oldörp (*Victoriaschule*), had been English students at the Lyceum when Dr Emil Hausknecht was Professor there, and both of them spoke in the very warmest terms of the good his teaching had done them. The courses are arranged for two years, but there is no restriction as to time and manner of preparation. Some women attend the University *Seminar*, previously mentioned, and students of the Viktoria-Lyceum may also attend University lectures, but are advised not to let these interfere with the full, regular course at the Lyceum. For the *Oberlehrerinnenprüfung*, students must choose one of the following four subjects:—Religion, German, French or English. As their second subject they may choose one of the remaining three, or one from a second group. The regulations for the *Oberlehrerinnenprüfung* only came into force in January, 1895, and are not yet as detailed as for other examinations.

The requirements for Modern Languages at the *Lehrerinnenprüfung* are as follows:—"Correct pronunciation, knowledge of the grammar, and unerring application thereof; the capacity to translate, without preparation, the foreign authors used in girls' schools, and to give a substantially correct reproduction of easy passages, both orally and in writing. General knowledge of the history of the literature."

There is a special examination, in French and English only, which even foreigners must pass who aspire to teach in the private girls' schools of Prussia. Although the requirements in modern languages for this examination are considerably higher than for the general examination, it is not popular with German women, partly because, where available, foreigners who have taken it are preferred, and also because the lack of general subjects is a great drawback to obtaining an appointment.

There is yet another examination for women-teachers, namely, that entitling them to become heads of schools, but modern languages form no part of it.

The number of years women spend on training as teachers varies considerably in different parts of Germany. Leaving school at the age of fifteen or sixteen, German girls wishing to continue their education generally attend a sort of outsiders' class, called *Selekta*, or enter a training college. French and English are always included in the subjects taught in *Selekta*, but, owing to external circumstances, do not as a rule show such good results as in the regular school course. Some training colleges have a preparatory class extending over one or two years. The usual time of training is from sixteen or seventeen to nineteen years of age[1]. Whether the course lasts for two or three years, the students rarely begin to teach till the second year. The first year is wholly spent in study and in being present at lessons. In many of the colleges the amount of actual practice in teaching is considerably less than at the ordinary women's training college in England. At one college I visited, the students actually get no opportunity of teaching real children: their fellow-students constitute their sole practising school. Most women's colleges, however, being connected with a *höhere Mädchenschule*, the students of the college teach in certain classes of the school, always under supervision.

The provisions made for the preparation of women teachers seemed to me inferior, in some respects, to those for the men. There has, however, been a marked improvement of late in the attention paid to women's education and training, as shown by the increasing number of *Mädchengymnasien*, the admission of women to the Universities, and the institution of the *Oberlehrerinnenprüfung*.

[1] The age at which a student may undergo the *Lehrerinnenprüfung* has recently been raised from 18 to 19.

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[1] Otto Siepmann's *Public School German Primer* (Macmillan and Co., 1896) is perhaps the nearest approach we have in England to a class-book on the lines of the German *Reform*.

APPENDIX A.

LIST OF SCHOOLS VISITED AND LESSONS HEARD.

SCHOOLS	LESSONS
22 Higher Schools for Girls, 8 being combined with Training Colleges	163
1 Separate Women's Training College ...	4
1 Girls' Continuation School	1
1 *Mädchengymnasium*	4
1 Women's College (*Viktoria-Lyceum*)	4
1 Berlitz School	2
4 *Realschulen*	21
2 *Oberrealschulen*	22
4 *Realgymnasien*	24
3 *Gymnasien*, 2 being combined with Training Departments	17
1 University	6
41 Schools etc.	268 Lessons

Also 2 Holiday Courses.

APPENDIX B.

HIGHER SCHOOLS IN GERMANY.

1. Boys' Schools.

SCHOOL	AGE	FOREIGN LANGUAGES TAUGHT
Gymnasium*	9–18	Latin, Greek, French.
Progymnasium	9–15	
Realgymnasium	9–18	Latin, French, English.
Realprogymnasium	9–15	
Oberrealschule	9–18	French, English.
Realschule	9–15	

Note.—From the age of 6 to 9, boys attend a *Volksschule*, or a *Vorschule* immediately connected with the higher school.

2. Girls' Schools.

SCHOOL	AGE	FOREIGN LANGUAGES TAUGHT
Höhere Mädchenschule	6–16†	French, English.
Mädchengymnasium*	16–19§	Latin, Greek, French.

* In the Gymnasium and Mädchengymnasium, English is an optional subject.

† Sometimes 6–15.

§ So the Berlin course. Leipzig, 16–18. Carlsruhe, 12–18. Munich, 10–18.

APPENDIX C.

Table showing the number of French and English Lessons per week in the different classes of the Prussian schools that have a nine years' course.

GYMNASIEN				REALGYMNASIEN		OBERREALSCHULEN		HÖHERE MÄDCHENSCHULEN			
Age	Class	French	English	French	English	French	English	Age	Class	French	English
9	VI					6		6	IX		
10	V					6		7	VIII		
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